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IDENTIFIERS	*Searchlight

ABSTRACT

This second updated search of the ERIC system, "Dissertation Abstracts", and the journal literature yields 105 document abstracts which cover the mutual relationships for the implementation of long-range educational objectives between state departments of education and school systems; four-year institutions and two-year institutions; and colleges and secondary schools. (CJ)

ED105360

searchlight

Relevant Resources in High Interest Areas

3U-2 UPDATE SEARCH

Compiled by Richard Galant
and Nancy J. Moncrieff

December 1974

This search covers the mutual relationships for the implementation of long-range educational objectives between: state departments of education and school systems; four-year institutions and two-year institutions; and colleges and secondary schools.
(105 document abstracts retrieved)

$1.50

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CG 400 112

Articulation

Introduction

This information packet, prepared by the ERIC Counseling and Personnel Services Center, is intended to alert the user to a body of literature on a topic of current interest to counselors. It identifies research reports that have been cited in the Educational Resources Information Center's (ERIC) publication, Research in Education (RIE), in Dissertation Abstracts International, and in ERIC's Current Index to Journals in Education (CIJE) from March 1973 through September 1974.

Ordering Instructions

Searchlight has attempted to give availability for all materials listed in this packet. In most cases, it is possible to obtain a personal copy of the title listed. The sources fall into three groupings:

ERIC Documents

References in this search for which an ED (ERIC Document) number is given may be ordered from the ERIC Document Reproduction Service (EDRS). Copies are available in either hard (photo) copy or in microfiche form. The microfiche require a special machine for use. To order any of the ED materials, please refer to the EDRS Order Blank at the back of this packet.

Doctoral Dissertations

All dissertations listed in this search have been drawn from Dissertation Abstracts International, a publication of University Microfilms. They are available on microfilm (MF) at $5.00 per dissertation, or in bound photo copy (X) at $11.00 per dissertation from University Microfilms.

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Journal Articles

Journal articles are available from the original journal in library or personal collections. Refer to the entry for volume and page designations.

ERIC Documents

ED 069 867 VT 017 457

Rietz, Richard F.

A Comprehensive Careers Cluster Curriculum Model. Health Occupations Cluster Curriculum Project and Health-Care Aide Curriculum Project.

Southern Illinois Univ., Carbondale. Div. of Vocational and Technical Education.

Pub Date Jun 72

Note—86p.

Available from—School of Engineering and Technology, Health Occupations Project, Southern Illinois University, Carbondale, Illinois 62901

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Articulation (Program), Career Education, Community Involvement, *Curriculum Design, Developmental Programs, Developmental Tasks, Factor Analysis, Goal Orientation, *Health Occupations Education, Health Personnel, Literature Reviews, *Models, *Occupational Clusters, Program Development, Resource Materials, Secondary Grades, Vocational Development

Identifiers—Career Awareness, Career Exploration

To prepare learning materials for health careers programs at the secondary level, the developmental phase of two curriculum projects—the Health Occupations Cluster Curriculum Project and Health-Care Aide Curriculum Project—utilized a model which incorporated a key factor analysis technique. Entitled "A Comprehensive Careers Cluster Curriculum Model," five career cluster axes, five developmental career component models, and two auxiliary modules were proposed. The career cluster axes included: (1) applied biological and agricultural careers, (2) business, marketing, and management careers, (3) health careers, (4) industrial-oriented careers, and (5) personal and public service careers. The developmental modules included: (1) elementary school-based, (2) secondary school-based, (3) secondary school and community-based, (4) community-based, and (5) occupational entry. This fifth module contains three options: (1) extended self-actualization, (2) long-range occupational employment, and (3) immediate occupational employment. Career guidance and related academic subject matter modes constitute two additional modules. After a literature review, the project staff wrote parameters and listed developmental tasks. Course content will be developed for each module of the total curriculum model. (AG)

ED 069 917 VT 017 769

A Handbook of Cooperative Programs for Oklahoma Vocational and Technical Education.

Oklahoma State Dept. of Vocational and Technical Education, Stillwater.

Pub Date 72

Note—49p.; 1972 Revision

Available from—Oklahoma State Dept. of Voc-Tech Educ., 1515 W. Sixth St., Stillwater, Oklahoma 74074 ($1.00)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Articulation (Program), *Cooperative Programs, Humanities, Instructor Coordinators, Job Training, Manuals, Program Coordination, *Program Descriptions, Resource Materials, Secondary Grades, *State Programs, Student Evaluation, Vocational Development, *Vocational Education

Identifiers—Educational Awareness, *Oklahoma

This revised handbook describes Oklahoma's cooperative programs for the secondary grades in vocational education, including the following topics: (1) purposes of vocational education, (2) the six types of cooperative programs in Oklahoma, (3) the role of teacher-coordinator, (4) the advisory committee's role, (5) regulations, (6) training stations, (7) selection of students, (8) student evaluation, (9) youth organizations for cooperative education students, (10) coordination of programs, and (11) legal considerations. Sample program materials are appended. (AG)

ED 073 298 VT 019 082

Strong, Merle E.

Articulation of Occupational Orientation, Education, and Placement in Private and Public Elementary, Secondary and Post-Secondary Schools. Evaluation Report (May, 1971-April 30, 1972).

Wisconsin Univ., Madison. Cooperative Educational Research and Services.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.; Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.

Pub Date 1 May 72

Grant—OEG-0-71-1027(361)

Note—44p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Articulation (Program), *Career Education, *Developmental Programs, Educational Improvement, Educational Needs, Educational Objectives, Elementary Grades, Formative Evaluation, Goal Orientation, Inservice Education, Placement, Post Secondary Education, *Program Evaluation, Secondary Grades, Staff Role, Vocational Development, *Vocational Education

Identifiers—Career Awareness, *Exemplary Programs

As a preliminary step in evaluating a federally-funded exemplary career awareness program for the elementary, secondary, and post-secondary grades, 13 educational objectives were delineated and major accomplishments, problems, and recommendations were specified. A summer workshop for teachers and counselors, and inservice meetings produced a detailed guide for program articulation and strategies for integrated career education instruction. An occupational guidance resource center was developed, and specific program articulation involved counselors, principals, a local vocational education coordinator, workshop participants, and a steering/advisory committee in job placement, educational coordination, and cooperative education activities. It was recommended that: (1) the broad programmatic scope be narrowed, (2) additional project staff be added and roles more clearly defined, and (3) leaders in business, industry, and post-secondary technical education be involved in occupational orientation activities. (AG)

ED 073 273 VT 018 892

Lutz, Richard

Exemplary Project Region VIII Workshop (Riverton, Wyoming, July 12-14, 1972).

Wyoming State Dept. of Education, Cheyenne. Occupational Education Program Services.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Pub Date 72

Note—19p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Articulation (Program), *Career Education, *Developmental Programs, Educational Finance, Financial Needs, Financial Policy, *Program Administration, Program Costs, Program Improvement, Teaching Methods, Teaching Techniques, *Workshops

Identifiers—*Exemplary Projects, Region 8

To discuss common problems and plan for their solution, this meeting of personnel from the Office of Education, the State Department of Education in Region VIII, and career Education Projects in the Rocky Mountain region was held. Specific goals included efforts to: (1) identify new approaches and alternatives in an effort to continue exemplary projects, (2) formulate new ways of improving the vertical articulation of the concept throughout the grades, and (3) identify new teaching strategies and interdisciplinary approaches to use in program implementation. Inputs from teachers and guidance counselors were used in resolving the prevalent issues. Alternatives in solving problems of financing future exemplary projects were set forth. The majority of the project participants were of the opinion that career education would continue in spite of funding problems because of its impact upon the teachers and students. (SN)

ED 074 904 HE 003 871

Transfer of Students Between Institutions and Programs. A Discussion Paper for the Master Plan for Higher Education in Connecticut.

Connecticut Commission for Higher Education, Hartford.

Pub Date Feb 73

Note—52p.; Resource group 6 report, document no. 14

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Community Colleges, *Higher Education, *Master Plans, *Statewide Planning, *Transfer Policy, *Transfer Students

This document presents a report of the resource group on a transfer of students among institutions and programs for the master plan of higher education in the state of Connecticut. The group attempts to isolate a category of transfer problems, those involving graduates from transfer curricula at regional community colleges, and to demonstrate that the transfer process in the selected category can be eased substantially. The recommendations are aimed specifically at removing the current barriers that impede smooth transition from a transfer curriculum at a community college to a baccalaureate program at a 4-year institution. The recommendations cover such basic problems as the assignment of credit earned in courses, admission priorities, and the quality of student services. (HS)

ED 075 017 JC 730 087

Wermers, Donald J.

Achievement by Junior College Transfer, Four-Year College Transfer, and Native Juniors as Measured by the CLEP General Examinations.

Illinois Univ., Urbana. Office of School and College Relations.

Pub Date Mar 72

Note—25p.; Paper presented at Annual Meeting of American Educational Research Association (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Academic Ability, Academic Achievement, College Students, *Junior College Students, Literature, Post Secondary Education, *Socioeconomic Status, Technical Reports, *Transfer Programs, *Transfer Students

Identifiers—CLEP, *College Level Examination Program

The achievements of junior college transfer students, four year college transfer students and native juniors as measured by the College Level Examination Program (CLEP) are compared in this study. The data indicated that junior college transfers rank lower than four-year college transfers and natives in academic ability and socioeconomic status. Junior college transfers also scored lower than other groups on CLEP General Examinations. Differences between the four-year groups were not as clear. In biological sciences, four-year transfer women scored higher than native women; four-year transfer women also achieved higher scores in literature. (Author/RS)

ED 075 018 JC 730 088

Kuznik, Anthony F. And Others

Reverse Transfers: Students who Transfer from Four-Year Colleges to Two-Year Colleges.

Pub Date Feb 73

Note—26p.; Paper presented at Annual Meeting of American Educational Research Association (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Community Colleges, *Counseling, Junior Colleges, *Junior College Students, *Post Secondary Education, Questionnaires, Student Opinion, Teacher Rating, Technical Reports, *Transfer Students, Vocational Education

A questionnaire was developed to obtain the following information about students who transfer from four year colleges to two year colleges: (1) demographic, (2) reason for leaving four year institution, (3) future plans, and (4) comparison between institutions. The majority of reverse transfers came from families with income over $7,000 whose parents are engaged in work other than unskilled or semi-skilled. Reverse transfers expected to raise their grade point average more than one point. The four year college adviser was of greatest help in making academic decisions at the four year school, but no specific person helped make the decision to enroll in a two year college. In terms of goals, vocational technical transfers expected to get a job, while arts and sciences transfers expected to continue school. Sixty-one percent of the reverse transfers were happier in the two year college. Two year college instructors were rated higher on ability to stimulate thinking and make courses interesting; two year instructors were also rated higher in their role as counselors. (RS)

ED 076 017 EM 011 009

Pawledge, Fred

Public Television: A Question of Survival.

American Civil Liberties Union, New York, N.Y.

Pub Date 72

Note—52p.; Report of the American Civil Liberties Union

Available from—Public Affairs Press, 419 New Jersey Avenue, S.E., Washington, D.C. 20003 ($1.00)

Document Not Available from EDRS.

Descriptors—Administrative Agencies, *Censorship, *Federal Government, Financial Support, Government Role, Information Networks, Mass Media, Policy Formation, *Public Policy, *Public Television, *Telecommunication

Identifiers—FCC, *Federal Communications Commission, Office of Telecommunications Policy, OTP

Public television in the United States is well on its way to intellectual and journalistic starvation, according to this research paper. Although it will never be starved to death, the author contends, its spirit and viability as an innovative and relevant force in public affairs are already being curtailed by the meddling of politicians, the tendency toward user-managed networks, and even the cynical intervention of the White House, each of these has the capability of detrimentally upsetting the affairs of either the Public Broadcasting System (PBS) or the Corporation for Public Broadcasting (CPB). He states that in 1970 and 1971 National Educational Television (NET) produced two controversial shows, one on the Federal Bureau of Investigation and the other on banks. PBS refused to distribute the shows, and, as a result of this interference, CPB and NET claimed censorship on the part of the government. More recent incidents, the author claims, show that the organizational relationships, authority, responsibility, and decision making processes of public broadcasting need to be firmly restated in terms conducive to the editorial freedom of the medium. (MC)

ED 076 464 SO 005 632

Schumacher, Sally

Limitations of a Research, Development and Diffusion (RD and D) Strategy in Diffusion: A Case Study of Nine Local Implementations of a State-Adopted Curriculum.

Central Midwestern Regional Educational Lab., St. Ann, Mo.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Nov 72

Note—54p.; Paper presented at the National Council for the Social Studies Annual Meeting, Boston, November, 1972

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Adoption (Ideas), *Aesthetic Education, *Articulation (Program), Bibliographic Citations, Case Studies (Education), Curriculum Research, *Diffusion, *Educational Change, Educational Innovation, Educational Planning, Elementary School Curriculum, Information Dissemination, Program Development, Research Projects, Speeches, State Programs, Summative Evaluation

Identifiers—Aesthetic Education Program, *National Council for the Social Studies, Pennsylvania

This study of the first year of an inter-organizational diffusion effort by a national educational laboratory, a state department of education, and nine local school districts focuses on the implementation phase within the Research, Development and Diffusion (RD and D) strategy of an aesthetic education program which uses the arts as the discipline base for selection of curriculum. The paper is organized as follows: Section I summarizes the theoretical RD and D strategy for educational change and analyzes the significant dimensions as they occurred in the Pennsylvania diffusion tactics. Section II describes and develops hypotheses in three diffusion processes: rate of installation, rate of implementation, and rate of adoption by other sites and districts. Section III summarizes the major findings and suggests modifications of the theoretical RD and D diffusion strategies for program development. (Author/SHM)

ED 077 485 JC 730 123

Cooper, Elmer; McCarty, Glenn

Organization and Proceedings of the New River Articulation Conference (New River Community College, Dublin, Virginia, April 28, May 5, May 12, 1973).

New River Community Coll., Dublin, Va.

Pub Date 31 May 73

Note—30p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Articulation (Program), *College High School Cooperation, *Conference Reports, *Curriculum Planning, *Interschool Communication, Post Secondary Education

A three-day conference on articulation was held with 35 teachers from 7 high schools and New River Community College. Five committees were formed: Business, English, Guidance, Math and Science, and Occupational, to consider problems and seek solutions. Each committee identified numerous problems that could be solved through articulation. Many committee recommendations require action at the superintendent and college president levels; therefore articulation is needed between head administrative officers. A Steering Committee was elected to present the recommendations to high school and community college administrators and to coordinate future articulation efforts. It is recommended that school division administrators consider references to future meetings and schedule inservice education days accordingly. Each school should have a curriculum committee with each department and guidance area represented. (Author/KM)

ED 079 501 VT 020 574

Milliken, Mary Elizabeth

Conference on Career Development and Program Articulation in Health. Final Report.

Georgia Univ., Athens. Div. of Vocational Education

Spons Agency—National Institutes of Health (DHEW), Bethesda, Md. Bureau of Health Manpower Education

Pub Date [72]

Note—104p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*Articulation (Program), *Career Ladders, Conferences, *Curriculum Development, *Health Occupations Education, Inservice Teacher Education, Program Evaluation, Sequential Programs, Vocational Development

This document is a summary report of a 3-day conference held in November 1972 by the Health Occupations Teacher Education Program within the Division of Vocational Education of the University of Georgia. The conference focused on an emerging issue in health occupations education, articulation of programs. Basic problems in the health field are job nomenclature and competence specification, manpower planning, and educational planning to provide qualified personnel at all levels. Participants in the conference were leaders in allied health occupations and faculty and staff from four health specialties: dental auxiliaries, clinical laboratory, patient care, and respiratory therapy. The document includes a summary of the group sessions reports and participants' evaluation of the conference. The evaluation forms, conference participants and consultants, daily agenda, and supportive materials are appended. It was recommended that a series of workshops be held on curriculum modifications and that a center be established for the collection and dissemination of materials related to a sequential curriculum in allied health occupations. The conference proceedings and presentations will be issued separately. (MF)

ED 079 536 VT 020 748

Proceedings of a National Invitational Conference on Post-Secondary Career Education for State Directors of Vocational Education, Community/Junior Colleges, Adult and Continuing Education. Final Report.

Center for State and Regional Leadership, Florida; Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.; National Inst. of Education (DHEW), Washington, D.C.

Bureau No—BR-7-0158

Pub Date Jan 73

Grant—OEG-3-7-000158-2037

Note—166p.; Conference held in New Orleans, Louisiana, January 18-20, 1973

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*Articulation (Program), *Career Education, *Conference Reports, Educational Programs, *Post Secondary Education, Program Coordination, Program Planning, State Agencies, *State Departments of Education, Student Needs, Vocational Directors

More than 90 educational leaders from 39 states, the District of Columbia, Puerto Rico, and the Trust Territories participated in a 3-day conference designed to provide a forum for presentations and discussions dealing with the issues and problems associated with the state level administration and articulation of post-secondary education. The program primarily focused upon the topics of (1) state level coordination and articulation of post-secondary career education, (2) student needs for career education, (3) program planning in a career education context, and (4) roles and relationships of state level agencies and institutions. Among the major presentations were: (1) "A Theoretical Model for Post-Secondary Career Education with Emphasis on Student Needs" by A. DeHemardis, (2) "Post Secondary Program Planning in a Career Education Context" by R.E. Taylor, (3) "The Roles of State Directors of Vocational and Technical Education" by F. Tuttle, and (4) "State Level Articulation of Career Education" by R. Millard. This publication contains the texts of these and other presentations, along with a summary of the group discussion sessions. (SB)

ED 079 542 VT 020 755

Examination of Patterns of Career Training by Levels for Program and Population Duplication in Illinois.

Arnold (Walter M.) Associates, Inc., Arlington, Va.

Spons Agency—Illinois State Advisory Council on Vocational Education, Springfield.

Pub Date Dec 72

Note—98p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Advisory Committees, Area Vocational Schools, *Articulation (Program), Community Colleges, Curriculum Research, Demography, Post Secondary Education, *Program Evaluation, *Relevance (Education), Secondary Education, *State Surveys, Statewide Planning, *Vocational Education
Identifiers—*Illinois

This 4-section report documents the findings of a study for the Illinois Advisory Council to identify the needs as well as the deficiencies in the use of facilities and resources in the State's vocational education programs. Data were obtained through on-site visits to schools and vocational centers in the State, interviews with state and local vocational personnel, school personnel, and students enrolled in programs, and reports submitted by local districts and the State vocational agency. Presented by section are: (1) a summary of the study arranged in question and answer form, (2) an account of the current status of the statewide program with detailed findings produced from on-site visits, (3) a detailed explanation of the findings from analysis of economic and manpower resources and demands in Illinois, and (4) a suggested statewide plan for organizational and systematic operation of area vocational centers and regional administrative units. (Author/SN)

ED 080 682 VT 020 893

Project VIGOR: Vocational Cluster Education, Integrated and Articulated Grades 1 through 14 with Guidance Services, Occupational Exploration and Work Experiences Relevant to General Education. Final Report.

Descriptors—*Articulation (Programs), *Career Education, *Cluster Grouping, *Curriculum Development, *Developmental Programs, Occupational Clusters, Program Evaluation, Vocational Education, Work Experience Programs
Identifiers—*Project VIGOR

Through Project VIGOR, the David Douglas Public School System in Portland, Oregon, attempted itself to the objective of changing a conventional academically oriented general education system into one which curriculum reflected the needs of all students from the primary through the secondary grades and including post high school technical and placement programs, which provide cluster courses and articulate with corporate programs together with articulation between grade levels and departments were important aspects in the project. Accomplishments, problems encountered, and suggestions for improvement of career education as part of the general education program are discussed. Project VIGOR [illegible] through [illegible] Appendix [illegible] bibliography, [illegible] evaluation report, [illegible] (AJ)

ED 080 727 VT 021 054

Identifying Competencies in the Food Service Industry. Final Report.

Spons Agency—Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*Articulation (Programs), *Employment Qualifications, *Food Service Occupations, Guidance, *Job Analysis, *Occupational Information, Post Secondary Education, Research Projects, Secondary Education, Statewide Planning, Surveys, Tables (Data)
Identifiers—Wisconsin

This report documents a research project conducted to ascertain what specific occupational competencies are necessary for employees in the food service industry. Questionnaires were mailed to employers in restaurants and hospitals and to graduates of high school and postsecondary food service programs. The respondents completed 316 position evaluations in 19 different job classifications. Most of the document consists of the tabulated survey data, summarized to list the competencies needed for the 19 jobs (data by common elements for all 19 and data by competencies selected significant for specific jobs). From these data a curriculum will be constructed based on realistic local industry job competencies and articulated among secondary education, post-secondary vocational education, technical education, and higher education. (ME)

ED 081 344 HE 004 502

Preus, Paul A.

An Investigation of Student's Perception of the Process of Transferring to MSU.

Memphis State Univ., Tenn.
Pub Date Jun 72
Note—31p.
EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Articulation (Programs), *College Students, *Higher Education, Questionnaires, Research Projects, *Student Behavior, Student Mobility, *Transfer Students
Identifiers—*Memphis State University

This study investigates various aspects of the process of transferring to Memphis State University (MSU) as perceived by the transfer student, develops information which could be utilized in evaluating the processes of transfer to MSU, and provides a basis for further study. A stratified sample of 126 students was selected as subjects for individual interviews. Recommendations suggest: (1) creation of an office which has primary responsibility for working with transfers, (2) Retitle and re-define the Office of High School Relations to include recruitment of transfers, (3) prepare packets of information which can be provided to potential students, (4) provide mechanisms for the routine evaluation of transfer credits prior to registration, (5) designate counselors and advisors to work with transfers, (6) review financial aid policies to facilitate aid to transfers, (7) heighten the awareness of needs and contributions of transfer students, (8) an in-house study should be made to determine the man-hours required to evaluate transfer transcripts, and (9) maintain communications with counselors in two-year institutions to develop a better awareness of opportunities for transfer student at MSU. Appendices of related material are included. (MJM)

ED 081 364 HE 004 408

Burr, Samuel W.

An Overview of the Dilemma of the College Undergraduate Transfer Student: Implications for National Policy Relating to Higher Education.

Federal Interagency Committee on Education, Washington, D.C.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Nov 72
Note—170p.; For use by the FICE Task Force on Transfer of Credits in Higher Education
EDRS Price MF-$0.65 HC-$6.58

Descriptors—College Students, Credits, Educational Mobility, Experimental Programs, Higher Education, Relocation, *Student Mobility, Students, Transfer Programs, *Transfer Students

This document focuses on the problems of transferring credit facing undergraduate transfer students. Following introductory material, chapter 2 discusses the major dimensions of the dilemma. Chapter 3 covers articulation between junior and senior institutions of higher education. Chapter 4 reviews nontraditional study and external degree programs. Armed services personnel and prisoners as college transfer students are studied in chapter 5 and 6. Chapter 7 reviews current studies by national educational organizations. Major findings indicate the ratio of new transfer students to freshmen has risen from 7.5% in 1963 to 8.1% in 1968. More mature and more nontraditional students will be seeking college degrees, many of them with previous college courses or life experiences creditable toward a degree. (MJM)

ED 081 416 JC 730 200

Lane, Lawrence F. H., Ed.

Institute for Advanced Study in Vocational-Technical Education: Collaborative Roles and Functions of Occupational Education Programs (Honolulu, Hawaii, October 1972-June 1973). Final Report.

Hawaii Univ., Honolulu. Dept. of Curriculum and Instruction.
Spons Agency—National Center for Improvement of Educational Systems (DHEW/OE), Washington, D.C.
Bureau No—0O2518
Pub Date 73
Grant—OEG-0-70-1970(725)
Note—222p.; Education Professions Development Act, Part F, Section 553
EDRS Price MF-$0.65 HC-$9.87

Descriptors—*Articulation (Program), *College-High School Cooperation, *Community Colleges, Institutes (Training Programs), Post Secondary Education, Secondary Grades, Seminars, *Technical Education, Technical Reports, *Vocational Education, Workshops
Identifiers—*Hawaii

The overall purpose of this institute was to provide opportunity for participants to update their knowledge of national, regional, and local occupational programs and trends and to provide an opportunity for them to meet and share program content and prepare written articulation agreements between the community colleges and the State Department of Education. The program provided team activities, seminars, group and individual activities in four occupational areas (Automotive Mechanics, Business Education, Drafting, and Food Services Occupations). The program of study included three major phases. Phase I was an orientation and familiarization with selected occupational education programs. Phase II was a seminar and conference program to share documents prepared and/or distributed in Phase I and to arrive at common goals and objectives for each course. Phase IIA was a series of four island-wide workshops to present and review the written recommendations developed in Phase II to larger audiences. Phase III was a seminar and conference program to prepare final drafts of team recommendations in the form of an agreement, one for each area, and Phase IIIA was a program of information dissemination. The sections of the report are Collaborative Roles and Functions of Occupational Education Programs between Secondary and Post Secondary Schools, Summary of Recommendations, Team Reports, and Appendices (Evaluation, Additional Attendants by Island, and Brochure Copy). (DB)

ED 082 643 HE 004 669

The State Articulation Coordinating Committee Interpretations and Annotations of the Articulation Agreement Between the State Universities and the Public Community Junior Colleges of Florida, September, 1971 to April, 1973.

Florida State Dept. of Education, Tallahassee
Pub Date 30 Jun 73
Note—46p.
EDRS Price MF-$0.65 HC-$3.29

BEST COPY AVAILABLE

Descriptors—*Articulation (Program), Community Colleges, *Higher Education, *Junior Colleges, Statewide Planning, *Transfer Policy, Transfer Students, Undergraduate Study, *Upper Division Colleges

During the six year period from 1963 to 1969, the number of community college students transferring to upper division study in the state university system of Florida increased from 1,933 to 6,504. In the near future it is likely that more than half of the students enrolled in the upper division of the state universities will have a community college origin. The changing student mix at the upper division level of state universities has intensified problems of articulation that remain unsolved. This document provides an annotation of the articulation agreement of 1971 that provides a basic framework within which students who complete programs under specified conditions are assured of the acceptance of their work as they transfer to state universities in Florida. The contents include definition of the associate of arts degree, responsibility for general education requirements, pre-professional course requirements, admission to upper division programs that are competitive due to space or fiscal limitation, other associate degrees and certificates, publication of upper division requirements, statement of lower division prerequisite requirements, standard transcript form, and experimental programs. Appendices include statements regarding admission of junior college transfer students to quota controlled college, common transcript form, and task force guidelines. (Author/PG)

ED 082 710 HE 004 755

Westbrook, Franklin D

Occupations Available to the Community College Trained: A Reverse Transfer Manual for Counselors and Academic Advisers.

Maryland Univ., College Park. Counseling Center

Report No.: UMCRR-5-73

Pub Date 73

Note—57p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—College Choice, *Community Colleges, *Counseling, Educational Change, *Higher Education, *Student Mobility, *Transfer Students

Identifiers—*University of Maryland

Kuzmik (1972) completed a study of community college populations and found that there is a rapidly growing number of students enrolled who were formerly enrolled in 4-year colleges and universities (reverse transfers). Impressively large percentages of the reverse transfers (38% males and 40% females) were continuing with their vocational plans, but even larger percentages of them either planned to enter a new field or did not have definite vocational plans (45% males and 44.5% females). Above 10% of the males and above 25% of the females complained of getting no assistance in making their transfers, and very similar percentages of the two groups of reverse transfers were either negative or bitter about their experiences at the 4-year institutions. A survey was made of the 16 Maryland public community college academic and vocational programs and a manual was written to assist counselors and academic advisers with their efforts to help students exiting Maryland 4-year colleges and universities find appropriate academic placement in Maryland public community colleges. Holland vocational codes were used to show similarities between occupations available to those trained at community colleges and occupations that are normally acquired by graduates from 4-year institutions. (Author)

ED 082 732 JC 730 232

Horvath, Ronald J

A Study of Community College Students Who Are Graduates of Vocational-Technical and College Preparatory High School Curriculums (19-2017): Final Report.

Lehigh County Community Coll., Schnecksville, Pa.

Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational, Technical, and Continuing Education

Pub Date 1 Jul 73

Note—161p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Academic Achievement, College Entrance Examinations, College Students, *Community Colleges, *Comparative Analysis, *Continuation Students, Educational Background, Post Secondary Education, Statistical Data, *Student Characteristics, *Vocational High Schools

Identifiers—*Pennsylvania

The options selected by secondary school graduates with varying academic backgrounds, the intellective characteristics of these students, and their completion/noncompletion records were investigated. A comparison was made of 229 male vocational training (VT) graduates and 200 male college preparatory (CP) graduates with respect to demographic data, seven preadmissions educational variables, and achievement in college. An attempt was made to study the 229 VT graduates as they pursued community college programs in one of three areas: college career program related to their secondary school curriculum; college career program unrelated to their secondary school curriculum; or a college transfer program. The study also examined these three VT classifications with regard to demographic data, preadmissions variables, and college achievement. The subjects were enrolled in two comprehensive community colleges in Eastern Pennsylvania. Three hypotheses were tested. The two primary statistical techniques used were chi-square and univariate analysis of variance. The results of the study showed that CP and VT students tend to be similar with regard to demographic variables and to college graduation. They tend to be dissimilar with regard to preadmissions variables and to GPA. The three classifications of VT students tend to be dissimilar on demographic variables and on college achievement but are similar on preadmissions variables. Appendixes to the report provide a Synopsis of Research, List of VT Curriculums, and Year-by-Year Analysis of Enrollment by Curriculum. (DB)

ED 083 417 CE 000 408

Gillie, Angelo C., Ed

The Fourth Annual Pennsylvania Conference on Postsecondary Occupational Education.

Pennsylvania State Univ., University Park. Center for the Study of Higher Education

Pub Date Sep 73

Note—195p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Annual Reports, *Articulation (Program), Colleges, *Conference Reports, Conferences, Junior Colleges, Participant Satisfaction, *Post Secondary Education, *Vocational Education, Vocational Schools, Vocational Training Centers

Identifiers—*Pennsylvania

The purposes of the fourth annual Pennsylvania conference on postsecondary occupational education were to consider the role of area vocational schools, two-year colleges, and senior colleges in the articulation of occupational programs; to provide participants with information that would better enable them to identify some of the elements and useful approaches in articulation; to provide an opportunity for exchange of ideas on topics associated with articulation; and to continue the series of cooperative ventures between The Pennsylvania State University and other Pennsylvania institutions which are aimed at contributing to the overall improvement of occupational education. To achieve these objectives eighteen papers were presented for the 84 conference participants. The text of the papers, an evaluation of the conference, the conference program, its registration list, and its advisory committee are presented in the report. (For the report from the third annual conference, see ED072794.) (AG)

ED 083 925 HE 004 794

Transfer of Credit Among Washington Institutions of Higher Education: Study to Determine How Much Credit Is Lost and What Kinds of Programs are Accepted.

Washington State Council on Higher Education, Olympia, Washington

Pub Date Sep 73

Note—74p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*College Credits, *Credit Courses, *Higher Education, State Schools, State Universities, *Transfer Policy, *Transfer Programs

Identifiers—*Washington

This study explores the present status of course credit-hour transfers between the various state institutions of higher education in Washington. Section III reviews transfer policy considerations in relation to Washington efforts to alleviate transfer problems and transfer of credit policies and practices in Washington. Section IV presents a primary data analysis of transfer of credit. Emphasis is placed on general credit not accepted, excess credit not applied toward graduation, summary of total credits not accepted, combining general credit not accepted and excess credit not applied toward graduation. A general credit-not-accepted variable breakdown includes reasons for credit not accepted, survey of actual courses not readily transferred, major, sex, and grade point average. A 27-item bibliography is included. (MJM)

ED 085 020 HE 004 915

Guidelines for Transfer, Recommendations of the Joint Committee on College Transfer Students.

North Carolina Univ., Chapel Hill

Pub Date Oct 73

Note—28p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Admission (School), College Credits, *College Students, *Guidelines, *Higher Education, *Transfer Policy, *Transfer Students, Units of Study (Subject Fields)

Identifiers—*North Carolina

This document presents guidelines for student transfer in North Carolina colleges and universities. The guidelines are blocked out in a pattern of first and second year courses and are written for colleges and universities that operate on a semester or quarter system or various modifications of either. Guidelines concern admissions, transferability of credit, biological sciences, business administration and education, English, fine arts, foreign languages, humanities, mathematics, physical sciences, physical education, and social sciences. (MJM)

ED 085 030 HE 004 930

Policy for Facilitating Student Mobility in Massachusetts Higher Education and Commonwealth Transfer Compact.

Massachusetts State Board of Higher Education, Boston.

Pub Date [72]

Note—8p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Associate Degrees, Community Colleges, *Educational Policy, *Higher Education, *Student Mobility, *Transfer Students, Upper Division Colleges

Identifiers—*Massachusetts

In an effort to facilitate student mobility in Massachusetts higher education for two-year college students to the upper division of four-year institutions, the Massachusetts Transfer Review Council initiated a Commonwealth Transfer Compact. The policy statement indicates that an associate degree from any community college signatory to the CTC will be honored as a unit and construed as: (1) completion of at least 60 hours of work toward a baccalaureate degree; and (2) completion of at least 33 credit hours

toward fulfillment of the general education requirements for the baccalaureate degree. Signatory institutions will honor this policy and adhere to (1) the following: the definition of an associate degree transferable as a unit toward a baccalaureate degree as the equivalent of 60 credit hours of undergraduate college-level study, including 6 hours of English/communication, 9 hours of behavioral/social sciences, 9 hours of humanities/fine arts, 9 hours of mathematics/sciences, and the remaining credits to be on a college level, (2) the awarding, upon acceptance, of the full number of credits earned while enrolled in the associate degree program, and (3) continuous review and evaluation of the implementation of this policy and referral to the Massachusetts Transfer Review Council of problems related to student mobility. Clarifications and an application admission form are included. (MJM)

ED 086 903 CE 000 946

Markwalter, Selma Lee

Articulation of Educational Programs for Nursing-Related Health Occupations. Final Report.

Connecticut Inst. for Health Manpower Resources, Hartford

Spons Agency—Connecticut State Dept. of Education, Hartford. Div. of Vocational Education

Pub Date May 73

Note—124p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*Articulation (Program); Behavioral Objectives; *Educational Programs; Health Occupations; *Health Occupations Education; Individualized Programs; Interagency Cooperation; Intercommunication; *Nursing; Occupational Information; Task Analysis

Identifiers—Connecticut

A four-month study was undertaken to prepare a plan for the articulation of those educational programs for nursing-related health occupations for which the Connecticut Division of Vocational Education shares responsibility: nursing assistant programs in the comprehensive high schools, practical nurse education programs, and community college associate degree nursing programs. Study procedures followed were: (1) a review of literature, (2) an analysis of State legal restrictions pertaining to the three nursing levels, (3) an analysis of the instructional curricula and determination of commonalities of the three nursing levels, (4) job descriptions for the three levels, and (5) the holding of workshops. Conclusions were: that nursing articulation is feasible and practical. Recommendations were: that (1) through task analysis a standardization of behavioral objectives and competency requirements for nursing-related educational programs be undertaken, (2) active measures be taken to implement alternative pathways (e.g., education by module, credit by examination, and external degree programs), and (3) channels for intercommunication and collaboration among all persons and organizations involved in or sharing responsibility for nursing education be established (workshops, seminars, and newly-created or activated State regional/local councils and task-oriented committees). (EA)

ED 087 503 JC 740 068

Articulation Study Report 1973.

Florida State Dept. of Education, Tallahassee

Pub Date [73]

Note—85p.

Available from—Textbook Services, 317 Knott Building, Tallahassee, Florida 32304 ($.75 postpaid)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Academic Achievement; *Articulation (Program); College Students; Community Colleges; Higher Education; Interinstitutional Cooperation; Post Secondary Education; Retention Studies; *Student Characteristics; Tables (Data); Technical Reports; *Test Results; *Transfer Students; Universities

Identifiers—*Florida

Results of research conducted by the Florida Community/Junior College Inter-Institutional Research Council to determine the progress of transfer students in the state universities are provided in 29 tables and discussions of the data. The data reported were obtained in five articulation studies made to determine: (1) a general description of community college transfer student characteristics, (2) the relationship of test scores and academic performance, (3) the academic performance of community college transfer students by major and college of origin, (3) the retention of transfer students in the universities, and (4) the numbers of transfer students in post-baccalaureate programs and their academic success. An appendix provides annotations of the literature reviewed. (DB)

Journal Articles

EJ 067 112 410 CG 505 027
Interest and Involvement in Direct Transfer Programs Between Two-Year Colleges and Four-Year Colleges and Universities Shonk, H. Kenneth, *Journal of the National Association of College Admissions Counselors*, v17 n2, pp21-22, Aug 72
*Transfer Programs, *Transfer Students, *Transfer Policy, *Junior Colleges

EJ 067 473 020 HE 503 641
Reluctant Courtship: Community College and Graduate School Toombs, William, *Educational Record*, v53 n3, pp222-226, Sum 72
*Higher Education, *Graduate Study, *Community Colleges, *Coordination, *Consortia, Interinstitutional Cooperation
Discusses a working relationship between graduate schools and community colleges (PG)

EJ 069 157 020 VT 504 510
Using Statewide Advisory Councils--In Career Education Programs Hemp, Paul E., *Agricultural Education Magazine*, v45 n9, pp199,203, Mr 73
*Career Education, *Advisory Committees, *Community Resources, *Articulation (Programs), *Program Coordination, Program Planning, Community Action
A statewide occupational advisory council can build "connecting links" between schools in communities, areas, and in the state (Editor)

EJ 069 579 140 SE 507 297
Articulation of Transfer Students, The Iowa Experience Kurtz, Frederick H., *American Biology Teacher*, v34 n9, pp540-541,547, Dec 72
*Community Colleges, *College Science, *Educational Coordination, *Program Descriptions, *Transfer Students, Biology, Curriculum, Educational Programs, Undergraduate Study
Differences in the biology curricula of two-year and four-year colleges pose many problems for both students and teachers. A program to coordinate all biology teachers throughout the state for resolving such differences is described (PS)

EJ 070 055 270 HE 503 714
A Telecommunications Group Tackles Articulation Problems Gross, Lynn S., Baker, Dan F., *Improving College and University Teaching*, v22 n4, pp308-309, Aut 72
*Higher Education, *Telecommunication, *Articulation (Program), *Program Coordination, *Unified Studies Programs, Fused Curriculum, Educational Technology, Educational Innovation

EJ 070 542 470 JC 503 446
A Resolution to End Transfer Hurdles Kuhns, Eileen, *Community and Junior College Journal*, v43 n5, pp36-38,44, Feb 73
*Junior Colleges, *Junior College Students, *Transfer Policy, Transfer Programs, College Credits, Universities

EJ 072 691 150 AA 515 026
A Pilot Project for High School-Community College Articulation Smith, Michael J., *North Central Association Quarterly*, v47 n3, pp281-85, W 73
*Articulation (Program), *School Surveys, *College High School Cooperation, *Community Colleges, *Pilot Projects, Educational Problems, Adult Education Programs, Models, Vocational Education, Communication Skills
This project attempted to determine the special problems in articulation between community colleges and secondary schools (RK)

EJ 072 723 130 JC 500 467
Two Plus Two Equals Four Or Five Satre, Roy L., Jr., *Community and Junior College Journal*, v43 n6, pp35-6, Mar 73
*Transfer Students, *Higher Education, *Community Colleges, *Bachelors Degrees, *Transfer Policy, College Credits, Curriculum Development, Educational Philosophy, Educational Opportunities, Student Motivation
Discusses the problems of students who wish to transfer from a two year college to a four year college and want to receive credit for their junior college education (RK)

EJ 072 724 130 JC 500 468
Focus On Transfer: A New Awareness Kintzer, Frederick C., *Community and Junior College Journal*, v43 n6, pp37-8, Mar 73
*Articulation (Program), *Transfer Students, *Educational Legislation, *Ethnic Studies, *Grading, Community Colleges, Junior Colleges, Universities, Guidelines, Admission (School)
Article discusses the development of articulation agreements designed to establish machinery for the smooth transfer of students from community and junior colleges to universities and senior colleges (Author/RK)

EJ 072 725 130 JC 500 469
A Model For Improving Articulation Hertz, W. H., *Community and Junior College Journal*, v43 n6, pp40-2, Mar 73
*Articulation (Program), *Junior Colleges, *Universities, *Curriculum Development, *Academic Performance, Educational Policy, Educational Practice, Guidelines, Models, Conferences
Discusses the need for articulating institutional policies and practices between two year and four year colleges. (Author/RK)

EJ 073 668 180 AA 515 181
The Second Chance Transfer Student Smith, Max G., Furth, Marvin J., *Journal of Educational Research*, v66 n7, pp306-8, Mar 73
*Transfer Students, *Student Characteristics, *Questionnaires, Success Factors, Data Analysis, [*Milton College, Wisconsin]
Article describes the principal findings of research on the characteristics of second chance transfer students at Milton College in the 1969 school year. (Author)

EJ 073 837 470 JC 500 470
Upper Division Colleges: An End To Transfer Hurdles Higbee, Marvin, *Community and Junior College Journal*, v43 n6, pp44-8, Mar 73
*College Cooperation, *Junior Colleges, *Transfer Students, *Articulation (Program), *Upper Division Colleges, Guidelines, College Role, Transfer Programs, Universities, Educational Opportunities
Discusses the creation of upper level colleges and universities in answer to the problems students have in transferring from junior to senior colleges (RK)

EJ 073 990 020 CS 705 542
Jr. College Guidelines Solve Credit Transfer Problems Lodge, Lillian A., *Journalism Educator*, v28 n1, pp44-47, Apr 73
*Junior Colleges, *Guidelines, *College Credits, *Transfer Policy, College Programs, Teacher Qualifications, Journalism, [*Journalism Education]

EJ 074 206 090 CG 505 607
What Do They Have Going Over There? Platt, Allen H., *Vocational Guidance Quarterly*, v21 n3, pp224-226, Mar 73
*Vocational Counseling, *Career Planning, *Career Choice, *Transfer Students, *Occupational Information, Case Studies (Education)
A telephone conversation with a high school transfer student reveals some selling points about career choice. (Author)

EJ 076 924 380 HE 504 015
The Minority Transfer Problem Smith, Norvel, *College Board Review*, n87, pp21-22,28, Spr 73
*Higher Education, *Community Colleges, *Transfer Students, *Minority Groups, *Transfer Programs, Transfer Policy, Negro Students

EJ 078 546 410 HE 504 106
CONTRANS: A Progress Report Dube, W. F., *Journal of Medical Education*, v48 n5, pp459-461, May 73
*Higher Education, *Medical Education, *International Education, *Medical Students, *Transfer Programs, Transfers
A progress report on the Coordinated Transfer Application System (CONTRANS) of the Association of American Medical Schools that aids U.S. citizens in transferring from foreign to U.S. medical schools. (Author)

EJ 079 049 080 EM 503 372
An Evaluation Technique Dealing With the "Boundary Problem" Brinkerhoff, Bob, *Educational Technology*, v13 n5, pp21-23, May 73
*Formative Evaluation, *Articulation (Program), *Program Design, *Research Projects, *Research Proposals, Program Proposals, Project Applications, Evaluation Criteria
A discussion of the problems in specifying resources, planning activities and anticipating results in designing educational projects. (HB)

EJ 079 872 270 SE 508 885
The Nuffield Green Problems Matthews, Geoffrey. *Mathematics in School*, v2 n3, pp19, May 73
*Articulation (Program), *Curriculum, *Instruction, *Secondary School Mathematics, Instructional Materials, Mathematics Education, Problem Sets, [*Nuffield Project]
A new set of problem cards intended to bridge the gap between Nuffield assignments in primary mathematics and secondary mathematics courses is described. (DT)

EJ 080 142 580 CG 505 764
Reverse Transfers from University to Community College Kuznik, Anthony, *Journal of College Student Personnel*, v13 n3, pp250-253, May 73
*Transfer Students, *Grades (Scholastic), *Academic Performance, *Academic Achievement, *Community Colleges, College Students, Transfer Programs
Although many of the reverse transfer students were experiencing academic difficulty at the university, the large majority of them experienced academic success after transferring to a community college. Therefore, it may be concluded that transfer shock in regard to grade point average in the case of reverse transfer students does not exist. (Author)

EJ 080 156 420 CG 505 765
Junior College Transfers and a University Environment Donato, Donald J., *Journal of College Student Personnel*, v13 n3, pp254-259, May 73
*Transfer Students, *Student Adjustment, *Student College Relationship, *Adjustment, *Environments, *Junior College Students, College Students
Some junior college students hold highly unrealistic expectations of university life. Either their junior college experiences do not alter their expectations or they develop expectations which are unrealistic. There is no relationship between their aberrant expectations and junior college transfer student achievement. This disparity does not appear to affect their first semester grade point average. (Author)

EJ 081 827 410 VT 505 070
A Practical Approach to Articulation Loewen, Curtis E., *Agricultural Education Magazine*, v46 n3, pp51-52, Sep 73
*Articulation (Program), *Core Curriculum, *Ornamental Horticulture Occupation, *Educational Needs, Ornamental Horticulture, State Programs, Ability Identification, Curriculum Design, Relevance (Education), [*Oregon]

EJ 081 828 410 VT 505 072
Articulation--Agriculture and Career Education Morgan, Samuel D., Patterson, Douglas, *Agricultural Education Magazine*, v46 n3, pp53-54, Sep 73
*Agricultural Education, *Articulation (Program), *Program Effectiveness, Career Education, Educational Planning, Educational Change

EJ 081 830 410 VT 505 074
The Williamsport Area Community College-Articulating Secondary and Post Secondary Programs Sick, Joseph G., *Agricultural Education Magazine*, v46 n3, pp58-59, Sep 73
*Technical Education, *Vocational Agriculture, *Community Colleges, *Articulation (Program), Post Secondary Education, Agricultural Technicians, Forestry, Horticulture, College Programs, Course Descriptions, [*Williamsport Area Community College]

EJ 081 880 470 CG 505 987
Effects of Concreteness-Abstractness and Anxiety on Intellectual and Motor Performance Miller, Alma Grabow, Harvey, O. J., *Journal of Consulting and Clinical Psychology*, v40 n3, pp444-451, June 73
*Psychological Studies, *Beliefs, *Anxiety, *Performance, *Performance Factors, Performance Tests
The interaction of the two variables, concreteness-abstractness and anxiety, while in the anticipated direction in all instances, significantly affected individual performance only on the vocabulary measure in this study. (Author)

EJ 083 785 VT 505 260
Articulation in a Junior College Child Development Program Conger, Flora S., *Illinois Teacher*, v17 n1, pp31-36, Sep-Oct 73
*Child Development, *Program Descriptions, *Articulation (Program), *Occupational Home Economics, *Junior Colleges, Secondary Education, Post Secondary Education, Adult Education, Educational Programs, [Oklahoma Walton Junior College]

EJ 084 195 CG 506 236
A Comparison College Transfer Students And Native University Students On Nonacademic Factors Andersen, Dale G., Peterson, Arlin V., *College Student Journal*, v7 n1, pp70-77, Jan-Feb 73
*Attitudes, *College Students, *Transfer Students, Student Attitudes, Student Opinion, Student School Relationship, College Environment

EJ 084 360 CS 705 941
JCJA Guidelines Lodge, Lillian A., *Scholastic Editor Graphics/Communications*, v53 n1, pp35-37
*Journalism, *Guidelines, *Transfer Policy, *College Programs, Junior Colleges, Upper Division Colleges
Discusses joint efforts by the Junior College Journalism Association and the Association for Education in Journalism in setting program standards and transfer policy guidelines between two-year and four-year colleges. (RB)

EJ 084 818 JC 500 542
Transfer Student Is Winner in JCJA Program Kramer, Thomas, *Junior College Journalist*, v1 n1, pp7-9, Sum 72
*Journalism, *Junior Colleges, *Transfer Programs, Transfer Students, Credits, Transfer Policy, Transfers, College Credits
Author proposes ways to strengthen community college journalism courses in order to make it easier for students to transfer to four year colleges without loss of credit. (GB)

EJ 084 819 JC 500 543
Programs Can Be Plugged Together Pasqua, Tom, *Junior College Journalist*, v1 n1, pp10-11, Sum 72
*Journalism, *Transfer Programs, *Junior Colleges, Transfer Students, Program Development, Cooperative Programs, College Credits, Courses
Discusses the problem of junior college transfer and seeks ways to standardize senior college requirements. (GB)

EJ 084 820 JC 500 544
Iowa State Offers to Help JC Journalism Programs Crook, James, *Junior College Journalist*, v1 n1, pp12-13, Sum 72
*Journalism, *Junior Colleges, *State Programs, Writing, Newspapers, Community Colleges, Courses
Discusses the Iowa program offering publication workshops in its junior college journalism departments. (GB)

EJ 084 821 JC 500 545
Positive Transfer Policies Sought Graham, Roger, *Junior College Journalist*, v1 n1, pp14-15, Sum 72
*Journalism, *Junior Colleges, *Transfer Policy, Transfer Programs, Transfer Students, Writing, Community Colleges, Transfers
Author feels that the "move to standardize transfer requirements should be careful not discourage innovation and individualization in junior college journalism courses. (GB)

EJ 084 825 JC 500 549
AEJ-JCJA Articulation Designed to Benefit Students Lodge, Lillian A., *Junior College Journalist*, v1 n2, pp10-12, F 72
*Junior Colleges, *Journalism, *Interagency Coordination, Educational Coordination, Organizations (Groups), Interinstitutional Cooperation, Community Colleges
Article reports on the fifth annual convention of the national Junior College Journalism Association that took place at the fifty-fifth annual convention of the Association for Education in Journalism at Southern Illinois University in August 1972. (GB)

EJ 089 893 JC 500 602
Sangamon State University and the Community Colleges Keiser, John H., *Community College Frontiers*, v2 n1, pp45-7, F 73
*Community Colleges, *Higher Education, *Interinstitutional Cooperation, *Open Enrollment, *Educational Planning, Program Development, Transfer Policy, Universities
Author briefly restated the intentions of the representatives of the people of Illinois when they created Sangamon State University, interpreted them as intellectual purposes, and delineated a few of the functions important in carrying them out. (Author/RK)

EJ 091 288 EA 504 595
Legislative Master Planning: The California Experience Vasconcellos, John, Callan, Patrick M., *Planning for Higher Education*, v3 n1, pp1-4, Feb 74
*Higher Education, *Master Plans, *Statewide Planning, *Educational Planning, *State Government, Educational Finance, Educational Objectives, [California]
Reviews a recommended master plan for higher education in California devised by the California legislature. (DN)

EJ 091 451 HE 505 078
Collective Bargaining and the Management Negotiating Team Welch, Gerald D., *Journal of the College and University Personnel Association*, v25 n1, pp49-53, Jan 74
*Higher Education, *Collective Bargaining, *Management, *Collective Negotiation, *Teacher Welfare

EJ 091 533 JC 500 640
Toward Solving Transfer Problems: Five Issues Furniss, W. Todd, Martin, Marie, *Community and Junior College Journal*, v44 n5, pp10-5, Feb 74
*Transfer Programs, *Transfer Policy, *Student Ability, *Academic Aptitude, *Transfer Students, Vocational Education, Technical Education, Educational Finance, Community Colleges, Junior Colleges
Report is an attempt to present several conclusions of the authors and their colleagues in studying the problems of transfer students and to identify five major unresolved issues which would serve as the basis for a conference discussion. (Author/RK)

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EJ 091 534 JC 500 641
Organizing For Change Kuhns, Eileen. *Community and Junior College Journal*, v44 n5, pp16-7, Feb 74
*Transfer Students, *Federal Government, *State Agencies, *Educational Policy, Educational Administration, Teacher Role, Educational Change
Article considers the establishment of policies and strategies to facilitate the free movement of students within and among postsecondary institutions in order to supplement their continuing educational plans. (Author/RK)

EJ 091 536 JC 500 643
Secondary School - Higher Education Articulation Singer, David A., Jr., *Community and Junior College Journal*, v44 n5, pp20-1, Feb 74
*Articulation (Program), *Secondary Schools, *Higher Education, *College School Cooperation, *Transfer Programs, Educational Administration, Advanced Placement, Community Colleges
Discusses articulation problems and the factors that makes for improvement in school-college relations. (Author/RK)

EJ 091 537 JC 500 644
Overlooked? The Secondary Occupational Programs Bender, Louis W., *Community and Junior College Journal*, v44 n5, pp22-3, Feb 74
*Articulation (Program), *Occupational Guidance, *Secondary Education, *Post Secondary Education, *Program Development, Community Colleges, Surveys, Higher Education
Considers articulation between community colleges and upper division institutions. (Author/RK)

EJ 091 538 JC 500 645
Reverse Transfers: A Survey Kuznik, Anthony E., And Others, *Community and Junior College Journal*, v44 n5, pp25-7, Feb 74
*Articulation (Program), *Transfer Students, *Higher Education, *Junior Colleges, *Student Costs, Questionnaires, School Surveys, Teacher Evaluation
Considers a new facet in the articulation problem between two- and four-year colleges. (Author/RK)

EJ 091 539 JC 500 646
Open Doors For Reverse Transfer Students Press, Paul K., Swaim, Jerol B., *Community and Junior College Journal*, v44 n5, pp27-9, Feb 74
*Transfer Students, *Transfer Policy, *Community Colleges, *Student Characteristics, *Grade Point Average, Higher Education, Open Enrollment
Presents suggestions for community colleges to consider in developing admissions policies for transfer students. (RK)

EJ 091 540 JC 500 647
It Can Aid Transfer Pasqua, Tom, *Community and Junior College Journal*, v44 n5, pp30-1, Feb 74
*Transfer Students, *Catalogs, *Educational Planning, *Junior Colleges, *Program Development, Questionnaires, Articulation (Program), Higher Education
Article discusses a regional subject matter catalog of lower division work and transfer requirements for use by counselors. (Author/RK)

EJ 091 541 JC 500 648
Cooperative Education Callahan, Lois, Gilmore, Vern, *Community and Junior College Journal*, v44 n5, pp32-4, Feb 74
*Cooperative Education, *School Community Relationship, *Educational Objectives, *Community Colleges, *Articulation (Program), Instructor Coordinators, Relevance (Education)
Article discusses cooperative education as a vehicle for forming closer bonds between the college and the community. (Author/RK)

EJ 091 544 JC 500 651
Partnerships Needed O'Grady, James P., *Community and Junior College Journal*, v44 n5, pp38-40, Feb 74
*Articulation (Program), *Junior Colleges, *Higher Education, *Guidelines, *Transfer Policy, Business Education
Article considers the need for articulation, reviews some potential constraints, suggests some working guidelines, and evalustes their implications. (Author/RK)

Doctoral Dissertations

COMPARATIVE PERCEPTIONS OF THE COLLEGE ENVIRONMENT BETWEEN MINORITY-GROUP FRESHMEN AND MINORITY-GROUP ENTERING TRANSFER STUDENTS. [Previously copyrighted material not microfilmed at request of author. Available for consultation at University of Connecticut Library]

Melvin Douglas AULSTON, Ph.D.
The University of Connecticut, 1973

The purpose of this study was to compare the perceptions of minority freshmen and minority transfer students at the University of Connecticut and the four state colleges of Connecticut as measured by the College and University Environment Scales. This instrument was designed to measure the collegiate environment in terms of practicality, scholarship, community, propriety, campus morale, and quality of teaching and faculty-student relationships.

Methodology

The College and University Environment Scales was administered to 879 students who comprised four separate groups at each of the five institutions. The student groups were categorized as minority freshmen, minority transfers, non-minority freshmen, and non-minority transfers. The data which were derived from the test results were analyzed in an attempt to test the following hypotheses about students' perceptions:

Hypothesis I: There is no significant difference in CUES scores between samples of minority transfer students and samples of minority freshmen students on any of the seven scales.

Hypothesis II: There is no significant difference in CUES scores between samples of minority transfer students and samples of non-minority transfer students on any of the seven scales.

Hypothesis III: There is no significant difference in CUES scores between samples of minority transfer students and samples of non-minority freshmen on any of the seven scales.

An appropriate test of significance was used throughout the testing of the three hypotheses. The level of significance was set at .05.

Conclusions

The findings of this study indicated that the collegiate perceptions of minority freshmen and transfer students are similar but not congruent. The minority transfer students tended to be more negative in their perceptions of the institution's community, campus morale, and teacher-student relationship qualities of the college environments.

Minority transfer students and non-minority transfer students tended to be more similar in their perceptions of the college environment than any of the other paired groups.

The overall expectations of the minority groups and the non-minority groups were very similar but they could not be described as being congruent. The dichotomy between the groups was reflected most in their perceptions of the social dimensions of the institutions and in their perceptions of college professors. Minority students tended to be more negative in their perceptions of these institutional characteristics than the non-minority students.

Recommendations

The findings of this study made it possible to make several recommendations that are directed towards administrative policy and future research:

1. There should be greater articulation between junior and senior colleges. A flow of information between the two institutions would help increase the accuracy and amount of information that transfer students receive.

2. Administrative policy should be expanded to facilitate the assessment of student's perceptions of the college so that information can be included in pre-admission publications.

3. More minorities should be recruited as faculty to assist in increasing articulation between minority students and faculty members.

4. Minority students should be encouraged to participate in evaluating the admissions policy, pre-admissions publications and orientation activities.

5. Further research along the same lines as this study should be made to investigate the possible expression of needs through perceptional responses.

6. Studies of the institutional perceptions of students who withdraw, transfer or otherwise terminate their attendance in the senior college are suggested as a possible basis for formulating hypotheses about attritional causes.

7. Finally, studies that classify students on the basis of biographical data are recommended. Such studies could possibly link certain biographical factors to the ways in which students perceive their collegiate environment.

Order No. 73-9832, 163 pages.

STUDY OF THE ARTICULATION PRACTICES BETWEEN THE PUBLIC MICHIGAN COMMUNITY COLLEGES AND THE FOUR STATE REGIONAL UNIVERSITIES

Ralph Warren BANFIELD, Ph.D.
The University of Michigan, 1972

Chairman: Garry R. Walz

This study was designed to identify the factors affecting articulation between the Michigan public community colleges and the four regional universities of the State. Author-designed questionnaires were used to collect data from three populations.

The first population included randomly selected students who had spent at least fifty-four hours of residence in one of the twenty-nine two-year public colleges and were attending one of the four regional state universities in the Spring of 1972; three-hundred ninety-seven students were questioned. The second population included the student personnel administrators in the twenty-nine Michigan public two-year colleges. The third population included the four persons responsible for the transfer process in the following universities: Central Michigan University, Eastern Michigan University, Northern Michigan University, and Western Michigan University.

Each group of respondents had a separate questionnaire. All of the questionnaires referred to the articulation process as it related to the guidelines published by the American Council on Education and included in the appendices of this research study.

Specifically, the areas surveyed by the questionnaire related to the students' understanding of services provided during the period in which they were transferring from a two-year

college to a four-year institution. The questioning concentrated on whether or not satisfactory assistance was being provided the student by the two-year and four-year college staff.

Data from the student questionnaires were analyzed and tested using a chi square analysis in determination of the validity of the questions and their relationship among the universities. Bivariate frequency tables were constructed for each item and were computed for the values of the chi square statistic. Data from the two administrators questionnaire of the two-year college and four-year university were hand tabulated and analyzed to determine the relationship between the findings as compared with the student input.

Findings and Conclusions

Major findings of the study support the contention that there is a lack of resources available to students in their transition process from a two-year to a four-year college. The American Council on Education produced a set of guidelines indicating ways in which articulation practices could be improved; however, no procedure has been provided to implement these practices on a statewide basis in those states not controlling this process.

A major conclusion relative to the findings of this study is that articulation between two-year and four-year colleges does not provide the staffing and information flow necessary to meet the present and future needs of transferring students.

Basic findings drawn from the student questionnaire data indicated that there was a lack of consistent curriculum information, too much regional information versus statewide information, and a lack of useful and relevant career information.

Recommendations

Specifically, the following recommendations were made: 1. That a state-wide data-gathering system be adopted and implemented in order that accurate information of program offerings and program needs may be obtained. 2. That procedures be developed to increase the flow of information relative to access and retention by students in institutions of higher education in Michigan. 3. That the state articulation model, introduced in Chapter V of this research, be implemented as soon as possible.

Further Research

Since this study was limited to students transferring from one of the twenty-nine two-year public colleges to one of the four regional state universities, it is recommended that a follow-up study be made regarding students transferring from all twenty-nine two-year public colleges to the other nine state colleges and universities. The comprehensive follow-up, if done immediately, would further compare student transfer problems and articulation practices in several institutions within the state rather than only at the four-year college near one's home environment. Order No. 73-24,522, 200 pages.

AN ANALYSIS OF THE "TRANSFER STUDENT PROBLEM" AT CONCORDIA TEACHERS COLLEGE

Peter Mark BECKER, Ph.D.
Northwestern University, 1972

The intent of this study was to determine if the "transfer student problem" perceived by students, faculty, and administrators at Concordia Teachers College, River Forest, Illinois was based on real differences between student cohorts. It was hoped to determine if transfers, at the time of entrance, held different views than those of locals and freshmen, and further, if initial similarities or differences changed through time. Finally, the nature of the relationships between the various cohorts was to be explored.

Using a three wave panel design, and limiting analysis to the academic aspect of college life, 337 transfers, locals, and freshmen were compared on three temporal orientations: the institutional orientation, measured by their GPA orientation; the life-cycle orientation, measured by their graduate school aspirations and expectations; and the professional orientation--which possesses both contemporary and future aspects--measured by their expectations of entering and remaining in chosen professions, and the degree of satisfaction with their current occupational choices. Additionally, the nature of interpersonal relationships was measured by the recognitions of other students for each cohort. Indexes of Dissimilarity were used to determine proportional differences between each pair of cohorts' responses. A median recognition ratio was computed to analyze the student recognitions of each cohort.

Analysis of the panel's responses indicated Concordia's transfers and locals were more similar than initially assumed. The greatest differences were found between freshmen and the two upperclass cohorts, especially on future expectations. Some differences were found between locals and transfers, especially in professional orientations.

When recognitions were analyzed, virtual isolation was found between each cohort and the other two. This finding leads to the conclusion that the occurrence of local student's socialization of newcomers, especially transfers, was highly improbable.

Therefore, the perceived "transfer student problem" at Concordia was supported by the data analyzed. It is likely that the problem will continue as long as the differences in orientations found continue, and the relative social isolation of each of the three cohorts from the other two limits the possibility of effective socialization occurring between students.

Order No. 73-10,184, 131 pages.

A COMPARISON OF THE ACHIEVEMENT AND DROPOUT RATES OF A SELECTED GROUP OF FRESHMEN AT THE UNIVERSITY OF OKLAHOMA

Anthony Van BLUITT, Ph.D.
The University of Oklahoma, 1973

Major Professor: Dr. Dorothy A. Truex

The purpose of this study was to determine the effectiveness of specialized educational assistance being given to high-risk, minority group freshmen students enrolled at the University of Oklahoma. It had been established earlier that the overall effectiveness of the program could be determined by a statistical comparison of grade-point averages and dropout rates of students enrolled in the program for the 1970-71 and 1971-72 academic years and for students not enrolled in the Program during the same period of time but who had been matched with the Threshold '71 students on Composite ACT scores and sex.

First-semester, second-semester, and cumulative grade-point averages were computed as measures of academic progress for 51 non-Threshold students, 42 Threshold '70 students, and 57 Threshold '71 students. The Threshold '70 students were freshmen during the 1970-71 academic year, while the non-Threshold and Threshold '71 students were freshmen during the 1971-72 academic year. Dropout rates were also determined for each of the three groups along with several biographical measures which were reported on a Confidential Questionnaire.

The data collected were used to test four hypotheses concerning the GPA's computed for the three groups of participants and the dropout rates experienced by each of the groups. The first hypothesis was a comparison of the GPA's for the non-Threshold students and the Threshold '71 students. The second hypothesis compared the dropout percentages of these two groups. The third hypothesis was a comparison of the GPA's of the Threshold '70 students and the GPA's of the

Threshold '71 students, while the fourth hypothesis contrasted the dropout rates of these same two groups.

A summary of the results showed that the Threshold '71 group had a lower dropout percentage than either the Threshold '70 group or the non-Threshold group. The Threshold '71 group also had a significantly higher grade-point average at the end of their first semester of college work than either the non-Threshold or Threshold '70 students were able to achieve during their first semester in college.

The generalized conclusions drawn from these results were that the Threshold students were able to profit academically from the special services offered by the program; and the second year of the program generally produced more positive results than the first.

The analysis of the secondary (questionnaire) data showed several significant differences between the Threshold and non-Threshold students and very few if any differences between the two Threshold groups. Most of these observed differences could be attributed directly or indirectly to the predominantly White nature of the non-Threshold group and the predominantly Black and Indian composition of the two Threshold groups.

Order No. 74-3998, 119 pages.

AN EXPLORATORY STUDY OF COMMUNITY/JUNIOR COLLEGE TRANSFER STUDENTS' EXPRESSED NEEDS FOR AND PERCEPTIONS OF SELECTED STUDENT PERSONNEL SERVICES

Joanne Mary BURNS, Ph.D.
Michigan State University, 1972

During the nineteen sixties substantial increases occurred in student enrollments in higher education accompanied by growth in the number of colleges and universities, especially community/junior colleges. Increasing numbers of students transferred from community/junior colleges to four year institutions, many of which were unprepared to deal with the student personnel needs of this new category of students.

The purpose of this comparative-descriptive study was to determine community/junior college transfer students' needs for and perceptions of the availability and adequacy of student personnel services at Eastern Michigan University. A twenty percent systematic random sample was selected from two subpopulations: (1) those who enrolled for the first time Fall 1971 and remained enrolled Winter 1972, and (2) those who enrolled for the first time Fall 1971 and did not return Winter 1972. The first sample consisted of 195 students with 160 usable inventories returned. The second sample of 40 students produced 19 usable inventories. Chi square analysis was used to determine significant differences between the two groups.

Instrument

A modification of the Student Personnel Services Needs Inventory (SPSNI) designed by John E. Yatros[1] was used to examine five areas. The modified SPSNI consisted of five of the original eight scales: Admissions-Orientation, Counseling, Curriculum-Referral, Financial Aids-Student Employment, and Student Activities. Two sections were added: Use of Services and Recommendations for Student Personnel Services. The number of items totaled thirty-nine. Students in both samples were mailed a copy of the SPSNI. There were two follow-up contacts with non-respondents.

Major Findings

With two exceptions, there were no significant differences in the 64 comparisons between currently enrolled and formerly enrolled community/junior college transfer students concerning their: (1) expressed needs for student personnel services (25 comparisons), (2) perceptions of the availability and adequacy of student personnel services (25), (3) use of student personnel services (8), (4) recommendations to facilitate their adjustment at Eastern Michigan University (6). The exceptions were (1) formerly enrolled transfer students' expression of a significantly greater need for help with minor emotional problems, and (2) currently enrolled transfer students' significantly stronger recommendation that specific publications be prepared for prospective transfer students.

Demographic variables were examined for currently enrolled students only. Working status, marital status, and age resulted in the most frequent differentiation of groups.

Both groups expressed greatest need for: adequate information before deciding to attend, academic advising, adequate academic facilities, a broad curriculum, help to choose a suitable college major, placement after college, and an adequate college hangout. Both groups expressed fewest needs for psychiatric help for a serious personality problem.

The services most frequently rated "Below Average" were academic advising, assistance for occupational planning, and outlets for enhancing students' personal and social development. Both groups used the Academic Advising office and the Admission and Financial Aids office more frequently than any other of the eight listed services. Establishment of a transfer student office and a periodic newsletter were strongly recommended by both groups.

Suggestions were made for the improvement of existing services and the implementation of new student personnel services to assist community/junior college transfer students in their transition to the senior institution. Recommendations were also given for further research.

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1. John E. Yatros, "Construction and Application of Two Inventories for Use in College Student Personnel Work: I. Student Personnel Services Needs Inventory. II. Faculty Preference Inventory for Student Personnel Functions" (unpublished Ed.D. dissertation, Indiana University, 1966), p. 35.

Order No. 73-12,688, 159 pages.

GUIDANCE PROBLEMS OF STUDENTS WHO TRANSFER FROM THE OHIO UNIVERSITY REGIONAL CAMPUSES TO THE OHIO UNIVERSITY CENTRAL CAMPUS IN ATHENS

Gene Savoy COME, Ph.D.
Ohio University, 1973

Director of Dissertation: Dr. Russell Thomas

This investigation identifies and describes transfer experiences and problems encountered and perceived by students transferring from the Ohio University regional campuses to the Ohio University central campus in Athens, Ohio. The purposes of the study are as follows: (1) to identify and categorize experiences and problems as perceived by students transferring from the regional campuses to the central campus; (2) to identify experiences and problems of transfer students as perceived by various administrative personnel involved in the transfer process; (3) and, on the basis of the fulfillment of the preceding purposes, to then formulate recommendations and suggestions concerning experiences and problem areas.

An objective questionnaire, developed from a research review and interviews with transfer students and regional and central campus officials, was constructed and tested in a pilot study. The finalized form of the questionnaire was used to survey experiences and problems of the transfer students, and was sent to 485 regional campus students who transferred to the central campus Fall quarter, 1970-1971. Questions of validity and reliability were given consideration with regard to questionnaire construction. Sixty-seven percent of the students completed and returned the questionnaire within a 20 day period. Students who had not returned the questionnaire within the time period were declared "non-respondents." "Non-respondents" were then sampled. No difference could be discerned between those students declared "non-respondents" and those students

who returned the questionnaire during the 20 day period. Questionnaire data were analyzed by student frequency and percentage of response. Also, six variables, student sex, college or intended college, previous campus, family income, classification and place of residence were investigated by use of the chi-square test of significance.

Interviews were scheduled with administrative officials both at the regional campuses and the central campus associated with the study. The interviewing procedure was unstructured. The additional interview data were used to add a degree of credibility to those experiences and problems mentioned by transfer students.

Primary conclusions for the study are as follows:

(1) Students transferring from the Ohio University regional campuses have recognizable characteristics which can be used as a guide to planning at both the regional campuses and the central campus.

(2) Students recognize and are concerned with the larger, more impersonal nature of the university environment as compared with the more informal, personal atmosphere and contacts found at the regional campuses.

(3) Students register a strong favorable response to the need for more informed educational guidance and advising both at the regional campuses and the central campus.

(4) There is an indication that both the regional campuses and the central campus have not given adequate consideration and support to planned programs of orienting students to various aspects of the central campus.

(5) Finally, of the 1128 chi-square tests conducted on the data based on the six variables under consideration, 464 are significant at the .01 level. Thus, there is an indication that the variables considered in the study are important factors for further research undertaken in this particular area.

Order No. 73-25,738, 338 pages.

A DESCRIPTIVE FOLLOW-UP STUDY OF AIMS COLLEGE STUDENTS WHO TRANSFERRED TO COLORADO STATE UNIVERSITY AND THE UNIVERSITY OF NORTHERN COLORADO FROM FALL QUARTER 1968 TO SPRING QUARTER 1972

Luther Herman CROMWELL, Ph.D.
University of Northern Colorado, 1973

Statement of the Problem

This research study investigated the differences in the performance of Aims College students who have transferred to the University of Northern Colorado from those who have transferred to Colorado State University. Other descriptive data were gathered by using a questionnaire.

Purpose of the Study

The purpose of this study was to determine if there was a difference in the performance of Aims College students who transferred to Colorado State University from those students from Aims College who have transferred to the University of Northern Colorado. Another purpose of this study was to gather information which could be used by Aims College for longitudinal studies in future years.

Method and Procedures

The population for this study was identified by examining student records at Aims College, examining student transfer lists at the University of Northern Colorado (UNC), and by examining the grade report forms sent to Aims College by Colorado State University (CSU). The population consisted of 520 students who had transferred from Aims College from fall quarter 1968 through spring quarter 1972, accounting for more than 95 percent of the students who had transferred. UNC accepted 336 and CSU accepted 184 former Aims College students.

The total population was used when evaluating mean grade points established at Aims College after the first quarter in attendance at the transferring institution and the last quarter in attendance which was defined to be spring quarter 1972. The questionnaire was sent to all 520 participants with a follow-up letter being sent 21 days after the original mailing. Of those persons actually receiving the questionnaire, 51 percent returned usable responses. The 550 plus responses to the questionnaire were evaluated for the total population and then separated into two groups.

Interpretations and Recommendations

The largest percentage of students who transferred from Aims College and participated in this study were white, male, transferred to the University of Northern Colorado, worked while attending Aims College, were first generation college students, ranked Aims College first in their selection of a post-secondary institution prior to entering, and did not enter directly from high school.

Most students either used or were familiar with the services provided at Aims College in the area of Student Personnel Services. However, when viewing the results of the two groups, a discrepancy occurred in the percent of those who utilized the transfer counseling services. The percentages reflected that 33.6 percent of the students who transferred to UNC utilized the services and 47.3 percent of the CSU group used the services.

The mean grade point established at Aims College for the two groups was ideal for a statistical study, for the group who transferred to UNC established a 2.92, and the group who transferred to CSU established a 2.96 which provided no significant difference at the 0.05 level when measured by a t test of significance. After the first quarter in attendance at the transferring institution, both groups dropped below the Knoell and Medsker prediction of .30 of one grade point. The CSU group dropped to a 2.01 after their first quarter in attendance compared to a 2.56 for the UNC group showing a significant difference for both groups when comparing this average with the mean established at Aims College. The UNC group increased their accumulative average to a 2.60 after their last quarter in attendance while the CSU group continued to decrease their mean grade point to a 1.86 for the same period of time.

It is recommended that Aims College perform a follow-up study every four years on those students who have transferred, and the college do an additional follow-up study to determine why the grade point average continued to diminish for those students who transferred to CSU. The writer recommends that the staff of Aims College interpret this study as commendatory for their efforts and achievements as a junior/community college.

Order No. 74-9747, 177 pages.

CAREER EDUCATION AND ITS IMPACT ON ACADEMIC ACHIEVEMENT AND CAREER DEVELOPMENT

Stephen Solomon FEIT, Ed.D.
West Virginia University, 1973

The American School System has been under attack recently, for its apparent lack of concern for its product. Students graduating from high school and college are not always prepared to enter into the world of work. In response to this growing criticism, many educators have encouraged the adoption of a Career Education model for education.

Career Education is not a new course to be added to the existing school structure, rather it is a way of integrating all education into a careers milieu. The existing academic subjects are taught in such a way that it is possible to understand how each academic area is applied in various occupations. Role-playing, hands-on experiences, field trips, and other vicarious

experiences are used to integrate classroom learning and the world of work.

There are presently several federally funded programs, and many locally subsidized projects in operation. One of the larger programs, located in Cobb County, Georgia, has recently completed three years of work and has published an evaluation. Their findings seem to suggest that they attained some positive results in increasing vocational development. At the same time, however, academic achievement was expected to increase. The results included no change in their study.

This study attempted to evaluate the effects of Career Education on academic achievement and Career development in a local Career Education program. Twenty students from the fourth and fifth grades of the project school were randomly selected. Their date of birth, grade in school, sex, and father's occupation were collected; and this data was used to obtain the sample from the control school. This technique yielded a matched sample of forty students, twenty from each school.

The Career Maturity Inventory was administered to each group separately, and the results were tabulated. Scores on Reading and Mathematics Achievement from the Metropolitan Achievement Test were also obtained. The experimental group of students was divided into two groups, one of fourth grade students and one of fifth grade students. The control school was also divided in the same manner. A third set of comparisons was made by comparing total experimental sample with total control sample.

The data yielded no statistically significant results in the area of academic achievement. The project or Career Education students did not have higher or lower academic achievement levels than the control school level. Similar results were found on the Career development indices. Those in the project school were not statistically different from those in the control school.

Though these results seem negative, after comparison with other project evaluations, several speculations seem apparent. There appears to be a measurement problem in Career Education. Because most standardized instruments require an adequate reading level (adequate for that test), it becomes very difficult to test students below the fifth grade on presently available career maturity instruments.

Since this study relied upon just such an instrument, as have most other Career Education Evaluation teams, the true impact of Career Education is not readily discernible. More research is needed before it will be known if Career Education is a viable new educational model. Order No 74-200, 75 pages.

JUNIOR COMMUNITY COLLEGE TRANSFER STUDENTS' SUCCESS IN A COLLEGIATE SCHOOL OF BUSINESS ADMINISTRATION

John Thomas FLEISHANS, III, Ed.D.
Arizona State University, 1973

Co-Chairmen: Donald J. Tate and Eugene F. Chasey

The purpose of this study was to determine whether or not there was any significant difference between the performance in the upper division of the College of Business Administration of the University of Tennessee at Knoxville between native students and junior community college transfer students. The criteria for the comparison were: grade point averages for lower-division work, grade point averages for the junior and senior years; grade point averages for selected core subjects in the College of Business Administration curriculum; academic probation; scholastic honors, and time spent in the upper division.

Eight null hypotheses were formulated to compare the native students with the junior community college transfer students.

The ex post facto research design utilized two statistical tests: analysis of variance and the t-test for two independent samples. A .05 level of confidence was used to test the significance of the findings. Data were collected for the two samples from the records of the University of Tennessee at Knoxville.

Within the level of confidence and related to the two populations the following were findings of the study.

1. Grade point averages for the two groups were approximately equal at the beginning of the junior year.
2. For each of the six quarters the native students outperformed the junior community college transfer students as measured by the grade averages for the six quarters.
3. Native students had a higher grade point average at the end of the degree program.
4. The native students outperformed the transfer students in the eight business administration core courses.
5. Students who were non-business majors at the junior/community college earned higher grades in the eight business administration core courses than the students who were business majors at the junior/community college.
6. The transfer students spent about one-half of a quarter less time than the native students in the upper division.
7. The transfer students were on academic probation approximately twice as many quarters as the native students.
8. The transfer students earned academic honors one-half the number of quarters the native students earned honors.

The following are among the recommendations based on the findings and related to the University of Tennessee at Knoxville.

1. Junior community college transfer students should be advised to enroll in the minimum number of courses for full-time attendance during the first upper-division quarter.
2. A screening process should be instituted to assure a common base of knowledge from the lower-division business core courses to provide a common base for students in upper-division business core courses.
3. Because transfer students who were business majors at the junior/community college earned lower average grades in the business core than the non-business majors, future transfer students should be advised to complete general education and elective courses at the two-year school and take professional business courses at the university.
4. Transfer students should be advised that attempting to complete the final two years of a degree program in the minimum number of quarters may contribute to their earning a lower grade point average.
5. Advisors at the senior institution should point out to transfer students that they have a higher probability than the native students of being on academic probation and a lower probability of receiving academic honors than the native students.
6. Further study should be conducted comparing the upper-division performance of transfer students who did not complete the degree program with the native students and the transfer students who did complete the degree program.
7. Because the native students entered the upper division with a grade average similar to the grade average of the native students and graduated with a grade average lower than the native students, a study should be conducted to discover why the transfer students did poorer than the native students in the upper division.
8. A continual study should be carried out to aid developing junior/community colleges in the state to provide better transfer education.
9. A study should be completed comparing native students with transfer students where some matching technique is used in reference to ability.
10. A review should be conducted in the College of Business Administration at the University of Tennessee at Knoxville to evaluate the upper-division program and services offered to junior/community college transfer students.

Order No. 73-18,207, 98 pages.

A COMPARISON OF SELECTED FACTORS WHICH INFLUENCED THE CHOICE OF A STATE UNIVERSITY IN FLORIDA BY SOPHOMORE TRANSFER STUDENTS FROM SELECTED JUNIOR COLLEGES IN SOUTH FLORIDA

Horace Edward HARTSELL, Ed.D.
Auburn University, 1972

Chairman: E. B. Moore, Jr.

The purpose of this study was to investigate the reasons junior college transfer students selected particular state universities in Florida. A survey instrument, the Junior College Transfer Student's University Choice Questionnaire, was developed and validated to measure the respondent's reaction to selected college choice variables.

Results revealed the following: (1) students chose a particular state university for reasons which were significantly different from the reasons given by students selecting the other state universities in Florida; (2) significant differences were found among the six junior colleges of the sample when considering the ten college choice variables; and (3) significant differences among the college choice variables were identified when considering five student categories: age, race, sex, marital status, and military status--(a) The category of student's age revealed that younger students were influenced more by "prestige and reputation," "extra curricular activities," "living expenses," "advice of family and friends," and "recruitment" in their college choice than were older students; (b) Black students were significantly more influenced than were white students by the following variables: "prestige and reputation," "extracurricular activities," "recruitment," "financial aid," and "advice of teachers and counselors"; (c) Significant differences existed on the two categories of sex, with females being influenced more by "desirable location," "ease of transfer," and "advice of family and friends." Males were influenced more by "recruitment" efforts than were females; (d) Single students were more significantly influenced than were married students on the variables: "extracurricular activities," "desirable location," "living expenses," "advice of family and friends," and "recruitment" efforts; (e) Significant differences occurred between veterans and non-veterans on two college choice influences: "extracurricular activities," and "advice of family and friends," with non-veterans being influenced more by both variables. No significant differences were noted among three categories of grade point average and the selected variables of college choice.

Order No. 73-8254, 106 pages.

A COMPARISON OF VOCATIONAL TECHNICAL AND COLLEGE PREPARATORY HIGH SCHOOL GRADUATES AT TWO COMMUNITY COLLEGES

Ronald J. HORVATH, Ed.D.
Lehigh University, 1973

Community colleges across the nation currently enroll more than two million students, many of whom would not have been admitted to institutions of higher education without a non-selective, open-door policy. As a matter of fact, several research studies have shown that approximately one-third of the students who enter a community college have not taken a secondary school course of study which would permit them to enter a four-year college or university.

Included among those who have not completed a high school college preparatory program is a group generally referred to as vocational technical students. Although the number of research studies directed at community college students has increased during the past five years, very few research efforts have been directed at graduates of vocational technical programs. Thus, there exists a dearth of information and normative data on this segment of the community college student population.

This research study focused on three general areas. First, this study compared 229 male VT graduates and 200 male CP graduates with regard to college graduation and group membership and six intellective variables (ACT English, mathematics, social studies, and natural science test scores; Intelligence Quotient; and high school rank). Second, an attempt was made to assess the curricular enrollment patterns of the 229 VT graduates as they pursued community college programs in one of three general areas: (1) a college career program related to their secondary school curriculum; (2) a college career program unrelated to their secondary school curriculum; or (3) a college transfer program. Third, the study examined the three VT classifications with regard to the same six variables and attempted to develop a model called the Joint Probability Index, a combination of predicted group membership and predicted success conditioned by membership (a first semester GPA of 2.00 or better).

The subjects were selected from two comprehensive community colleges in Eastern Pennsylvania with a combined enrollment of more than 4,000 students. The ex-post facto experiment was designed to identify students who had begun their post-secondary programs during the years 1967-70.

The following hypotheses were tested: (1) there is no relationship between graduation and group membership for CP and VT graduates; (2) there is no difference between CP and VT graduates with regard to ACT scores in English, mathematics, social studies, and natural science, IQ, and high school class rank; (3) there is no relationship between graduation and group membership for VT students enrolled in related career, unrelated career, and transfer programs; Note: To develop the Joint Probability Index the next four hypotheses were tested: (4) there is no difference among the three VT groups with regard to the six variables; (5,6,7) there is no difference between the correlation coefficients of the six variables and zero for related, unrelated, and transfer programs. Chi-square and multivariate analysis of variance were the two primary statistical techniques used in the study.

The four important findings in the study were:

1. VT and CP students were significantly different with regard to the six intellective variables as measured by multivariate analysis of variance.

2. VT and CP students were not significantly different in their graduation and membership associations as measured by chi-square.

3. VT students enrolled in related, unrelated, and transfer programs at one college were not significantly different with regard to the intellective variables and graduation. The VT students at the other community college did differ significantly on the intellective variables and on the graduation and membership associations.

4. A sophisticated, efficient, and useful Joint Probability Index which combined the probabilities of group membership and success within that group could be developed.

It was concluded that although the CP and VT students differed on the six variables, they did not differ in their graduation and membership associations, suggesting that although the two groups were dissimilar, they were, in fact, similar in their persistence toward graduation. Also, approximately 46 per cent of the VT graduates enrolled in related community college programs; 21 per cent in unrelated career programs; and 33 per cent in transfer programs. Finally, the Joint Probability Index appears to be an effective tool for counseling and advising purposes because it is derived from student characteristics (intellective variables) as well as from the probabilities of membership in a group and success conditioned by membership.

Order No. 73-23,800, 180 pages.

A STUDY OF ACADEMIC ACHIEVEMENT AND ATTITUDES OF WAYNE COUNTY COMMUNITY COLLEGE STUDENTS TRANSFERRING TO WAYNE STATE UNIVERSITY, 1970 TO 1972

Thomas Daniel JOHNSON, Ed.D.
Wayne State University, 1973

Adviser: Abraham F. Citron

In the restless, continually changing field of education it is apparent that the community college has successfully established itself as an integral part of the higher educational system. A recent study found that junior colleges enroll thirty per cent of all undergraduate students and twenty-five per cent of all college students in this country.[1] If this growth continues at its present rate, experts predict that there could be as many as 6,500,000 in community colleges by 1975.[2] At Wayne State University, the Community College Liaison Advisory Committee, the Office of Institutional Research and the Admissions Office are actively seeking data concerning achievement levels, attitudes, and the problems of adjustment of community college transfer students. This data is needed to strengthen the relationship between Wayne State University and its contributing community colleges.

Wayne County Community College was chosen as the source of the sample because it furnishes the largest group of students coming from any community college to Wayne State University. Two hundred and forty-one students who transferred from Wayne County Community College to Wayne State University during the period of June, 1970 through September, 1972 were selected for the study. These students had completed a minimum of 30 semester hours at Wayne County Community College before transferring to Wayne State University. Only students who had completed all of their college credit at Wayne County Community College were selected for the sample. The sample was limited to students who transferred to Wayne State University's College of Liberal Arts, College of Education, College of Engineering, and School of Business Administration.

The data required for this study were obtained from official records on file in the Admissions Office and the Registrar Office at Wayne State University. Additional information was also obtained from the individual colleges (i.e., College of Liberal Arts, College of Education, College of Engineering, and the School of Business Administration) at Wayne State University. A questionnaire was sent to each of the students to gain insight into the problems encountered after transfer to Wayne State University from Wayne County Community College. In addition, an interview was conducted to obtain more detailed and less formalized information on areas of adjustment covered by the questionnaire.

An analysis of the data found that Wayne County Community College students who transfer to Wayne State University experience a significant drop in grade point average after transfer. In successive quarters at Wayne State University the transfer students' grade point average showed a slight improvement but did not equal their community college grade point average nor did they equal the average achieved by native Wayne State University students.

Transfer students who subsequently entered Wayne State's School of Business Administration were found to be more successful in achieving academic success than students who enrolled in the other colleges. Transfer students who subsequently entered Wayne State's College of Engineering were found to be less successful in achieving academic success than students who enrolled in the other colleges.

The major problems faced by transfer students were finances and academic achievement. Most students felt that their transition from Wayne County Community College to Wayne State University was satisfactory, but felt that an orientation program would have made the transfer process easier.

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1. Bill J. Priest and H. Dean Holt, "Community College Outlook for the 70's," Compact, IV (August, 1970), p. 34.

2. "Increase: more than 190 new Junior Colleges," School and Society, XCIV (November 12, 1966), p. 398.

Order No. 74-11,115, 271 pages.

A LONGITUDINAL STUDY OF SECONDARY SCHOOL STUDENTS DENIED UNIVERSITY ADMISSION AND THEIR SUBSEQUENT ENROLLMENT EFFORTS AND ACADEMIC PROGRESS

William Henry JONES, JR., Ph.D.
The University of Michigan, 1972

Chairman: Delmont K. Byrn

The Problem

Little is known of the high school student who applies for admission to and is rejected by one or more institutions of higher education. High school counselors and college admissions officers are often responsible for the counseling of such students. This investigation was conducted to obtain new information about the rejected applicant with the expectation that such information would enable high school counselors and college admissions officers to provide these students with more effective counseling.

Procedures and Instrumentation

This study describes a sample of high school applicants who were denied admission to the fall, 1970, freshman class at Oakland University.

The application for admission and a questionnaire designed for this study were used to gather information about a randomly selected sample of denied applicants. Information was collected regarding characteristics of the sample; characteristics, academic progress, and views of those who did not enter institutions of higher education; and the affective and cognitive reactions to the denial and the process of applying for admission.

Data was collected on age, sex, race, high school grade averages, selected college majors, location of secondary schools, parental incomes, parental educational levels, college grade ranges, locations of the applicants' homes, estimates of the high school counselor's helpfulness in the admission procedures, parental attitudes, types of institutions entered, reactions to the denials, reactions to the processes of applying for admission, and reasons for not entering institutions of higher education.

Findings and Recommendations

The majority of the sample decided before the eleventh grade that they would apply for admission to college and specifically to Oakland University. Parental income and parental educational levels had no influence on their decision to enter college.

Most applied for admission to Oakland University without substantial information about admissions requirements, and without the major influence of other persons.

Blacks tended to select Oakland University as their first choice institution more often than did Caucasians, probably because of the University's minority group recruitment program.

The majority indicated that their high school counselors were of little help in the admission to college procedure, and there was little evidence to indicate that college admissions personnel were influential in the selection of an institution of higher education.

The majority of those in the sample subsequently entered other institutions of higher education, most of them in southeastern Michigan.

Most indicated that they were relatively happy with the institutions they entered, and the majority stated that they were doing well academically.

Those in the sample were generally angered by the denial of admission, most remained angry at the time of the study, and most believed the process of applying for admission to be poor.

As a result of the study, it was recommended that high school counselors and college admissions personnel begin working with students regarding college selection procedures during the ninth and tenth grades. It was also recommended that the common concept of the "college bound" student be enlarged to include those with lower grade point averages than has been the tradition, that high school counselors find more effective methods of providing college related information to lower grade point average students, and that the entire process of denial of admission be reviewed with the intent of improving its value for the rejected applicant, particularly those from minority groups. It was further recommended that college admissions personnel find more effective ways of communicating their admissions criteria to applicants, and that they defend against the establishment of unreasonably complex sets of admissions criteria. Admissions officers should consider accepting larger numbers of applicants who may have been classified as too weak academically to succeed in the specific college's academic program. Order No. 73-6856, 269 pages.

ACHIEVEMENT OF JUNIOR COLLEGE TRANSFER STUDENTS IN A FOUR-YEAR INSTITUTION: A COMPARATIVE STUDY OF PERSISTENCE AND ACADEMIC ACHIEVEMENT

Richard Elwood KENDELL, Ph.D.
University of Utah, 1972

Chairman: Dr. Lloyd McCleary

PROBLEM STATEMENT

The particular focus of this study was an assessment of junior college transfer programs as determined by the persistence and grade-point averages of junior college transfer students in a four-year institution.

Junior college transfer students were compared with senior college students to determine if there were significant differences in the posttransfer grade-point averages and enrollment status of junior college transfer students and students who enrolled initially in a four-year institution.

RESEARCH PROCEDURES

Fifteen hypotheses were formulated to test the existence of differences between junior college transfer students and native students on two criterion measures (persistence and grade-point averages), and to assess factors related to the posttransfer achievement of junior college transfer students on these same measures.

Three populations of students were considered in this study. The in-state junior college transfer student population consisted of 153 students (115 males and 38 females) who transferred to Brigham Young University from a two-year institution in Utah. The out-of-state transfer student population consisted of 153 students (111 males and 43 females) randomly sampled to approximate the number, sex, and year of entry of the in-state transfer student population. The native student population resulted from a random sample of over 7,000 students who matriculated initially at Brigham Young University. The native student sample consisted of 159 students (118 males and 41 females) selected to approximate the number and sex of the two transfer student samples.

The generation of point biserial correlation coefficients allowed a partialling procedure that corrected for the influence of one variable upon another. In this instance the correlation of a dichotomus independent variable (sex) with the criterion variable (posttransfer grade-point average) was tested after partialling out initial differences due to before-transfer grade-point averages. The significance of differences between various subgroups of junior college transfer students on posttransfer grade-point averages was made at the .05 level of significance.

The assessment of factors related to the posttransfer persistence of junior college transfer students was made utilizing a chi square test. Significance of the chi square test was determined at the .05 level.

Following a step-wise regression analysis, a multiple analysis of variance test (MANOVA) was employed in determining significant differences in the posttransfer grade-point averages of transfer and native students.

The persistence of transfer and native students was assessed utilizing a chi square test. Significance was determined at the .05 level.

FINDINGS

1. Transfer students generally experienced a drop in grade-point average during the first quarter after transfer from 2.56 to 2.40. Students then experienced a gain in grade-point average with continued attendance (2.40 to 2.52) but generally did not regain the level of cumulative grade-point averages achieved prior to transfer.

2. There were statistically significant differences in the posttransfer grade-point averages of junior college transfer students when grouped according to (1) number of hours at entry (juniors had higher grade-point averages than sophomore students); (2) sex (males had higher grade-point averages than females); (3) college of origin (out-of-state junior college transfers had higher grade-point averages than in-state junior college transfers); but there were no significant differences in the posttransfer grade-point averages of transfer students when grouped according to (4) marital status, and (5) missionary experience.

3. The enrollment status of transfer students was evaluated according to a "successful"/"unsuccessful" criterion. Successful students were those who had graduated, were still enrolled, or had withdrawn in good academic standing at the conclusion of the study (fall semester 1971-72 academic year). Unsuccessful students were those who had withdrawn in poor academic standing.

When the "successful"/"unsuccessful" criterion was used as a measure of persistence, the factors of (1) sex, (2) number of hours at entry, (3) junior college of origin, (4) marital status, and (5) missionary experience generally did not discriminate between persisting and nonpersisting students. Entering grade-point averages clearly discriminated between persisting and nonpersisting students.

4. Results of a multiple analysis of variance test were not sufficient to reject the null hypothesis that there is no significant difference in the posttransfer grade-point averages of junior college transfer students and senior college native students.

5. Results of chi square tests were not sufficient to reject the null hypothesis that there is no significant difference in the persistence of junior college transfer students and senior college native students.

6. A "t" test of the mean number of credit hours listed for transfer and native student graduates indicated that transfer students take significantly more semester hours in the completion of a degree than native students.

7. A "t" test of the mean number of semesters listed for transfer and native student graduates indicated no significant difference in the number of semesters taken by either group in the completion of a degree.

Order No. 72-33,310, 164 pages.

A COMPARATIVE STUDY OF TRANSFER STUDENTS FROM A NEW TEXAS JUNIOR COLLEGE AND NATIVE STUDENTS AT SEVEN UNIVERSITIES

Jay Huntley KENESSON, III, Ed.D.
University of Houston, 1973

Chairman: Dr. Gerald E. Osborne

The purpose of this study was to acquire information about the transfer of students from a newly organized junior college in Texas to four-year colleges or universities. The basic question considered was: Did junior college students who transferred to a senior institution do as well academically as those students who enrolled at a senior institution immediately following their high school graduation? In an effort to answer this question, the fifth and sixth semester GPA's and junior year GPA of students who attended a junior college for less than two years (Group II), students who attended a junior college for two years (Group III), and students who graduated from the same high schools as did a majority of the junior college students but went directly to a university (Group I) were compared to determine possible differences in academic achievement.

The research question investigated was: Did the mean grade-point average (GPA) of Groups I, II, and III differ significantly during the fifth and sixth semesters (junior year) of college work? To determine whether the GPA's of the three groups were statistically significantly different, Pearson product-moment correlation coefficients were computed. As a result of these computations, it was found that Group I earned a significantly higher GPA during the fifth and sixth semesters and during the total junior year than did Groups II and III. The measured differences among the groups were so low, however, that they were described as being of little practical consequence. It was concluded, therefore, that the junior college students were well prepared, and that they were successful in their junior year of university work when compared to students who entered a university as freshmen.

Other findings were: (1) No statistically significant difference was found in academic talent among the three groups as expressed by high school grade average, rank in high school graduation class, or ACT composite standard score. (2) High school grade average, junior college GPA, and ACT composite score correlated significantly with senior college GPA. (3) Junior college GPA was the most effective predictor of academic success at the university level for those students who had attended the junior college. (4) No statistically significant difference was found in the number of students in each group studied who were placed on academic probation or suspension during their junior year of university study. (5) The junior college GPA of those students who attended the junior college did not differ significantly from GPA earned at a university during the junior year of college. (6) There was no measurable difference between the lower division grades of the students who went directly from high school to a university and those students who completed their lower division academic work at a junior college.

Recommendations presented for future research included: (1) The junior college should conduct a follow-up study to this investigation to compare the academic accomplishments of the three groups after four years of college study. (2) The junior college should replicate this study at least every four years. (3) Future research should identify adjustment factors involved in a student's transfer from junior college to senior institution. (4) Future investigations should attempt to measure differences in academic motivation between transfer and native students. (5) The junior college should survey former students who enrolled in a senior college transfer program who did not matriculate at a senior institution.

Order No. 74-2854, 104 pages.

A STUDY OF THE ANTICIPATED AND EXPERIENCED TRANSFER PROBLEMS OF JUNIOR COLLEGE STUDENTS TRANSFERRING TO AUBURN UNIVERSITY

Daniel Johnston MacMILLAN, Ed.D.
Auburn University, 1972

Supervisor: John C. Walden

The purpose of this study was to identify the anticipated and experienced transfer problems of junior college students transferring to Auburn University, and to analyze them by types of students and climate areas.

Transfer problems were identified in the academic, financial, social, and physical climates. An instrument was formulated which was used both to survey the anticipated transfer problems of 118 junior college students expecting to transfer to Auburn in the fall of 1971, and to survey their experienced transfer problems after they transferred. Students were classified according to sex, drop in GPA after transfer, junior college status, and receipt of financial aid.

Four hypotheses and ten questions sought to determine the relationships among transfer problems, time, types of students, and climate areas.

Principal findings were as follows: 1. Transfer problems were anticipated to be greater than experienced by junior college students transferring to Auburn. 2. Transfer problems were greater in the academic and financial climates than in the social and physical climates. 3. Males perceived their problems differently from females in the financial and physical climates. 4. Students with more than 80 junior college hours perceived their transfer problems as being greater in the financial climate than students with less than 80 junior college hours. 5. Students concerned about financial aid (whether they received it or not) perceived their transfer problems to be greater than those of students not concerned about financial aid.

Order No. 73-5224, 133 pages.

PREDICTION OF ACADEMIC SUCCESS OF TENNESSEE COMMUNITY-JUNIOR COLLEGE TRANSFER STUDENTS

John Emanuel McCOOK, Ed.D.
The University of Tennessee, 1973

Major Professor: Dr. W. W. Wyatt

A predictive study concerning the Tennessee community-junior college transfer to the University of Tennessee, Knoxville from fall quarter, 1965 through winter quarter, 1971. The study predicted the University of Tennessee, Knoxville grade point average for the community-junior college transfer by means of a multiple regression analysis. The independent variables were the student's composite ACT test score, the high school grade point average, the community-junior college grade point average, the age of the student, the student's sex, and the declared major of the student.

Analyses of covariance were conducted to determine if the student's sex made a difference in the predictability of his success. Further covariance analysis was done to determine if there existed a significant difference between the community and junior colleges. Regression equations were developed for each community-junior college and for each major at the University.

The major findings of the study were that it was necessary to calculate a regression equation for each of the community-junior colleges. A regression equation was needed for each community-junior college and for each declared major the student entered at the University of Tenneasee, Knoxville. It was found that the students' sex made no significant difference in their academic success at the University of Tennessee, Knoxville. Significance was shown to exist in relation to academic success between the individual community-junior col-

leges and between the majors at the University of Tennessee, Knoxville. Order No. 74-3848, 121 pages.

ACADEMIC SUCCESS PATTERNS OF NATIVE AND TRANSFER STUDENTS IN SELECTED ASSOCIATE DEGREE TECHNOLOGY PROGRAMS

Perry Reese McNEILL, Ed.D.
Oklahoma State University, 1973

SCOPE AND LIMITATIONS OF THE STUDY: This study examined the relative academic success patterns of native and transfer students in eight Oklahoma State University School of Technology Associate Degree programs. The two groups' academic achievements were compared on the basis of their grades received in all courses after enrolling in the School of Technology. Their academic achievements in just technology courses were also compared. The transfer students' academic achievement in the four semesters of technology was compared against their previous college work. The academic record of the transfer students in the School of Technology was compared against their place of origin and their technology major. The fourth semester graduation rate of the native and transfer students were examined to see if either group had a greater tendency to graduate. The transfer students were divided into 12 categories based on their place of origin.

FINDINGS AND CONCLUSIONS: Results of this study indicate that of the students who persisted for the full four semesters, there was no significant difference in their academic success patterns in either all courses or just technology courses. There was an overall student attrition of 41.7 percent, of which 47.5 percent were native and 31.9 percent were transfer students. The transfer students did significantly better in all of their courses after enrolling in the School of Technology than they had been doing prior to transferring. When the transfer students' major was used as a basis of comparison, there was no difference in their academic achievement in all courses. Using the place of origin as a basis of comparison, a significant difference was found in the academic record of the transfer students' technology grades. The transfer students from Oklahoma junior colleges had the lowest cumulative four-semester average, while students from the Oklahoma State University College of Engineering had the second highest average. The foreign students with college hours from their home institutions had the highest four-semester cumulative average.

The graduation rate of the two groups was not significantly different. It was observed, however, that of the students who persisted for four semesters only 34.2 percent received the Associate Degree. This same school had a similar graduation rate of 62.6 percent in 1969. Order No. 74-8073, 90 pages.

AN INVESTIGATION OF ARTICULATION PROBLEMS PERCEIVED BY TRANSFERRING JUNIOR COLLEGE STUDENTS AT THE UNIVERSITY OF OKLAHOMA

MESSER, Milford Dean, Ph.D.
The University of Oklahoma, 1973

Major Professor: Herbert R. Hengst

United States Office of Education statistics reveal that the number of students entering two-year community and junior colleges in this country has increased rapidly over the past two decades. Estimates for the future indicate that the number of students in two-year colleges will rise from 1.6 million in 1970 to 3 million students in 1980. While there is increased dependence in numerous states on the two-year colleges to assume more responsibility for educating students in the first two years of college, research has provided little information on the problems encountered by students who transfer to four-year colleges and universities.

The research problem for this study was to determine if conflicts exist in the articulation process for transferring junior college students at one state university. The general research hypothesis was that the process of articulation between the junior and senior colleges contains sources of conflict for the junior college transfer student.

The method used to investigate areas of conflict was a survey. A problem inventory was developed through a review of literature concerning the articulation process. Samples of 500 currently enrolled transfer students at the University of Oklahoma and 312 students who had withdrawn from enrollment were asked to respond to the problem inventory. Seventy-six percent of the currently enrolled students responded and forty-two percent of the nonpersisting students responded.

A factor analysis test was performed on the responses to the inventory to determine common variance within the fifty-eight items, and fourteen dimensions were produced. Chi square testing was conducted on dimension scores to determine if significant difference (.05 level) existed with the responses on the various independent variables selected for testing.

In examination of the results of the testing of the ten null hypotheses developed with the independent variables, the following conclusions were drawn: (1) slightly over one-third of the students responded in the high difficulty range in only three dimensions--financial problems, degree-related problems, and counseling problems; (2) younger students expressed more perceived difficulty than older students; (3) men responded more often in the high difficulty range than women; (4) students in different academic majors did not respond differently; (5) single students expressed more difficulty than married students; (6) transfer students from junior colleges of different sizes responded at a similar level; (7) higher difficulty was expressed by students with longer time in enrollment at the university; (8) students who transferred with more transfer credit expressed more difficulty; (9) students from lower income homes expressed higher difficulty; (10) students with lower grade point averages at the junior college expressed more difficulty. Generally persisting and nonpersisting students responded at similar levels of difficulty.

Order No. 74-12,315, 123 pages.

A STUDY OF REVERSE TRANSFER STUDENTS IN STATE TECHNICAL COLLEGES IN OHIO, THEIR REASONS FOR TRANSFER AND LEVELS OF SATISFACTION WITH SELECTED INSTITUTIONAL SERVICES

MITCHELL, Richard Lee, Ph.D.
Ohio University, 1973

Director of Dissertation: Dr. James E. Rodgers

The study explores reasons given by reverse transfer students for transferring from four-year colleges into state technical colleges in Ohio and obtains perceptions of satisfaction with certain institutional services at both types of institutions.

The population studied was conceived to be an infinite population of all past, present and future reverse transfer students in Ohio's state technical colleges. A random sample of this population was drawn by using a table of random numbers to select five technical colleges from among Ohio's 17 state technical colleges. These five technical colleges accounted for 35.3 percent of all full-time equivalent student units in state technical colleges in 1972-73.

Three hundred and twenty-seven reverse transfer students who met the definitions in the study were identified. To be included in the study a student had to have been a full-time student for one quarter or more in a four-year college and a state technical college. In addition the reverse transfer student had to be enrolled in the technical college as a full-time student at the time the survey was conducted.

The reverse transfer students were mailed a modified form

of a questionnaire that had been used by Michael C. Heinze in a study of reverse transfer students in Mississippi junior colleges. The instrument required reverse transfer students to rate the importance they attributed to reasons for withdrawing from four-year colleges and enrolling in state technical colleges in Ohio. It also asked that reverse transfer students rate their perceptions of levels of satisfaction with certain institutional services at both types of colleges.

The return rate for the questionnaires was 68 percent, providing a total of 226 respondents. Tests for significant differences between means on each item of the returned questionnaires were computed. The t-test for a significant difference between independent means and the t-test for a significant difference between dependent means were used, depending upon the comparison made.

Certain limitations apply to the conclusions of the study.

1. The large number of significant differences found in the perceptions of levels of satisfaction with certain institutional services may indicate a bias against the four-year college due to the decisions of reverse transfer students to leave four-year college and to seek another type institution.

2. The data collected from the reverse transfer students assumes that they can accurately recall the importance they attributed to reasons for past decisions as well as recall accurately their perceptions of satisfaction with certain services.

3. The instrument of the study is a survey questionnaire for the collection of perceptions which are largely affective in nature. The data are not appropriate for qualitative judgments between institutions; they are a means of acquiring information about reverse transfer students in state technical colleges in Ohio.

Among the conclusions the study permits concerning reverse transfer students in state technical colleges in Ohio are the following:

1. The strongest reasons for withdrawal from the four-year colleges are related to academic difficulties such as lack of interest in studies and discouragement with low grades.

2. The strongest reasons for enrolling in state technical colleges are changes in curricular interests and general dissatisfaction with the four-year colleges.

3. Ohio's state technical colleges seem to serve a "salvage" function for some reverse transfer students by providing them a "second chance."

4. Instructional services in Ohio's state technical colleges are perceived by reverse transfer students as being more satisfactory than student personnel services in the technical colleges.

5. Reverse transfer students' perceptions of satisfaction with certain services at the four-year colleges and the technical colleges differ significantly in favor of the technical college.

Order No. 74-13,137, 169 pages.

A STUDY OF THE RELATIONSHIPS BETWEEN THE PERCEIVED PERSONALITY NEEDS AND THE PERCEIVED ENVIRONMENTAL PRESS OF TERMINAL STUDENTS AND OF TRANSFER STUDENTS IN A CONSORTIUM OF ALABAMA JUNIOR COLLEGES

William Louis MITCHELL, Ed.D.
Auburn University, 1972

Supervisor: John C. Walden

The central thesis of this investigation was that there are quantitatively definable, significant differences between the perceived personality need and the perceived environmental press of terminal students and of transfer students in a consortium of Alabama junior colleges.

The random sample was composed of 156 terminal students and 150 transfer students.

The data provided by the respondents consisted of two parts: (1) information defining perceived personality need as measured by the Stern Activities Index, and (2) information defining perceived environmental press as measured by the College Characteristics Index.

The five null hypotheses derived from the problem questions were tested by factorial analysis of variance techniques. The .05 level of confidence was set as the basis for statistical significance.

Based on a study of the related literature and on the information derived from the present investigation, the following conclusions were reached:

1. Perceived personality need of terminal students was significantly different from perceived personality need of transfer students in the junior colleges studied.

2. Perceived environmental press of terminal students was significantly different from perceived environmental press of transfer students in the same institutions.

3. Terminal students reflected a significant difference between their own perceived personality need and the perceived press of their school environment.

4. Transfer students indicated a significant difference between their own perceived personality need and the perceived press of their school environment.

5. Personality need and environmental press perceptions were significantly different between terminal and transfer students both within and among the junior colleges studied.

Order No. 73-9795. 147 pages.

SOME COMPARISONS BETWEEN GED TEST ENTRANTS AND HIGH SCHOOL GRADUATES IN JUNIOR COLLEGES

Sterlin Clifton MOORE, Ph.D.
The University of Texas at Austin, 1973

Supervisor: Dr. William E. Barron

In this study students who had entered selected junior colleges in Texas on the basis of high school equivalency certificates (GED Tests) were compared with a like number of students who had entered those same colleges as high school graduates. Selected full-time students (those registered for twelve or more semester hours) in the 1971-72 school year were compared in the following areas: 1. Length of enrollment in semesters. 2. Number of semester hours attempted. 3. Number of semester hours completed. 4. Grade point average (GPA) using a four-point scale. 5. Extent of participation in extracurricular activities. 6. Quartile standing on composite GED Test scores or in high school graduating class. 7. Quartile standing on the American College Testing Program (ACT) composite scores.

A cross section of the public community junior colleges of Texas participated; five colleges, representing some diversity as to geography, socioeconomic environments, and urban-rural settings were selected. Student records found largely in the registrars' offices, other student records, and staff personnel at these colleges were used as sources for data. The records of the total population of full-time students who had been admitted to the colleges in the fall of 1971 on the basis of high school equivalency certificates (GED Tests) were selected for examination. The records of an equal number of high school graduates controlled for age, sex, and ethnicity were selected for comparison with the GED Test entrants.

The findings in this study were as follows: 1. The GED Test entrant's mean length of enrollment was 16 percent less than that of the high school graduate. 2. The GED Test entrant attempted 15 percent fewer semester hours than did the high school graduate. 3. The GED Test entrant successfully completed 46 percent fewer semester hours than did the high school graduate. 4. The mean GPA for the GED Test entrant (1.61) was 43 percent lower than the mean GPA for the high school graduate (2.31). 5. The GED Test entrant was less likely to participate in extracurricular activities than was the high school graduate. 6. In the only advantage found for the GED Test entrant, the mean quartile position on composite GED Test scores

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placed this student higher than the mean quartile position of the high school entrant in his graduating class. 7. Mean quartile positions on the American College Testing Program (ACT) were nearly the same for the two groups (.05 of quartile).

On the basis of these findings, recommendations were made to provide added assistance to those students entering junior colleges through GED Tests. Special aid in counseling, teaching, tutoring, and using the library were included in the proposed plan to remedy some of the apparent weaknesses of these students. Order No. 74-5293, 127 pages.

A PREDICTION STUDY OF STUDENTS TRANSFERRING FROM OKLAHOMA COLLEGES AS JUNIORS INTO THE COLLEGE OF ENGINEERING AT OKLAHOMA STATE UNIVERSITY

Eugene Cobb MOUSER, JR., Ed.D.
Oklahoma State University, 1972

SCOPE AND METHOD OF STUDY: This study was designed to determine the predictive relationship of selected academic aptitude and academic achievement variables to grade point average earned the semester after transfer into the College of Engineering at Oklahoma State University. Statements of prediction were developed for predicting grade point average the semester after transfer for students transferring from two-year colleges, from four-year colleges and from two- and four-year colleges combined. The academic aptitude variables utilized in the study were the English, Mathematics, Social Studies, Natural Science and Composite scores from the American College Test. Academic achievement variables utilized in the study were Transfer GPA, Math GPA, Chemistry GPA, Physics GPA, and Basic Science GPA.

The subjects used in this study consisted of 128 students, classified as juniors, that transferred from two- and four-year colleges in Oklahoma, for the fall semesters 1964, 1965, 1966, and 1967. Using a step-wise regression procedure, multiple correlations were developed between the predictor variables in selected combinations and each of the dependent variables. Raw score weights for multiple regression equations were derived for students from two-year colleges, from four-year colleges and for the combined group of students.

The predictive accuracy of each multiple regression equation was tested on a group of junior students transferring into the College of Engineering for the fall semester 1968. The data from these students were substituted into the appropriate equation and the resulting predictions were compared with known results.

FINDINGS AND CONCLUSIONS: Analysis of the data suggests that previous academic achievement is more closely related to grade point average after transfer than academic aptitude as measured by the American College Test. Academic aptitude scores, however, enhance the predictive capacity of multiple regression equations used to predict grade point average after transfer. Predictive capacity can be improved when students from two-year and four-year colleges are considered separately.

Grade point average for the combined group of students as well as students from two-year colleges was predicted within the limits of the standard error of estimate for both validation groups of students. Although the correlation coefficient was larger for the regression equation derived from the data of students from four-year colleges, the equation did not adequately predict the grade point average for the small number of students in the validation group.

Order No. 73-15,198, 111 pages.

A LIFESTYLE ANALYSIS OF REGISTRATION, ATTRITION, TRANSFER, AND GRADUATION OF FULL-TIME STUDENTS WHO ENTERED CUYAHOGA COMMUNITY COLLEGE IN THE FALL OF 1968

Robert Edward PARILLA, Ph.D.
The Florida State University, 1973

Major Professor: Maurice L. Litton

The purpose of this study was to determine whether or not living in a certain lifestyle area was related to full-time student enrollment, attrition, transfer, and graduation in a community college.

The major hypotheses were:

1. There is no statistically significant relationship between the proportion of population living in each of the lifestyle areas of Cuyahoga County and the proportion of fall 1968 full-time enrollees of Cuyahoga Community College living in the four lifestyle areas.

2. There is no statistically significant relationship among the proportion of students from the four lifestyle areas who graduated from the college.

3. There is no statistically significant relationship among the proportion of students from the four lifestyle areas who transferred from the college to another institution of higher education.

4. There is no statistically significant relationship among the proportion of students from the four lifestyle areas who withdrew from the college.

5. There is no statistically significant relationship among the proportion of students from the four lifestyle areas who withdrew from the college with a grade average of less than C.

6. There is no statistically significant relationship among the proportion of students from the four lifestyle areas who withdrew from the college to take employment.

7. There is no statistically significant relationship among the proportion of students from the four lifestyle areas who withdrew from the college to enter the military.

The population for this study included all of the first-time, full-time students of Cuyahoga Community College who began their studies in the fall of 1968 and who were residents of Cuyahoga County, Ohio. The population numbered 1,578.

The data sources for this study included student data available through the computer center and the institutional research office of the college. The socioeconomic information necessary to determine the socioeconomic indexes of Cuyahoga County was found in the 1970 Bureau of Census publication, Population and Housing, Statistics for Census Tracts for Cleveland's Standard Metropolitan Statistical Area.

Each student within the population was identified with his home census tract. Each student's record of withdrawal, transfer, and graduation was also determined and recorded. The relative socioeconomic characteristics of each census tract was determined using census data of education, income, housing, and occupation. Based on these characteristics, the census tracts of Cuyahoga County were divided into four socioeconomic index areas. The Kolmogorov-Smirnov One Sample Test was used to statistically test the null hypotheses at the .05 level of significance.

The evidence obtained from this study led to the following conclusions:

1. Each of the four lifestyles of the parent community were represented in the student body. However, lifestyle was significantly related to initial enrollment. The lowest lifestyle was significantly under represented and the upper middle lifestyle was significantly over represented.

2. Lifestyle had a significant relationship to earning an associate degree in two years but had no significant relationship to earning an associate degree in three or four years.

3. Lifestyle was not significantly related to transfer during the first year. However, after the first year students from upper lifestyles tended to transfer to a greater extent than students from lower lifestyles.

4. Lower lifestyle students were more likely to withdraw

during the first year but beyond the first year, withdrawal was not significantly related to lifestyle.

5. Withdrawing from the college with poor grades was not related to lifestyle.

6. Withdrawing from the college to take full-time employment was not significantly related to lifestyle.

7. Withdrawing from the college to enter the military was not significantly related to lifestyle.

Order No. 73-25,124, 132 pages.

THE RELATION OF ANXIETY, EXTRAVERSION, AND OTHER STUDENT CHARACTERISTICS, TO THE ACADEMIC PERFORMANCE OF TRANSFER AND NATIVE STUDENTS AT A STATE UNIVERSITY. [Previously copyrighted material not microfilmed at request of author. Available for consultation at the Library of the University of California, Los Angeles]

Lena Sweet PETRACCA, Ph.D.
University of California, Los Angeles, 1972

Chairman: Professor James W. Trent

The main purpose of this study was to investigate the relationship of anxiety and extraversion with the academic performance differentials of transfer and nontransfer students at a state university. A secondary purpose was to determine which of a number of other variables would differentiate the two groups and would help to explain the differences in academic performance between the groups.

Measurement of the variables investigated was obtained from a College Student Questionnaire which included the Eysenck Personality Inventory and also several personality scales developed by the Higher Education Project of the Center for the Study of Evaluation at UCLA. The sample was composed of 200 transfer and 185 native students who were enrolled at California State University, Northridge, as first semester juniors in September, 1971.

Statistical analysis of data on anxiety and extraversion included t-tests of group means and variance, chi-square analysis of categorized data and analysis of covariance to test differences in academic performance when anxiety, extraversion and other important covariates and their interaction were controlled. No statistically significant effects due to anxiety or to extraversion on any of these tests were found.

To determine which of a large number of variables would differentiate the transfers and nontransfers either t-tests or chi-square tests were performed. Statistically significant differences were found in performance, both past performance and for the semester under investigation. However, no significant differences were found in ability or in any of the personality dimensions (Lie Scale, Intellectual Orientation, Autonomy or Intuition).

Significant differences were found on a number of social and background variables such as age, sex, parents' educational level and on a large number of college-related variables such as time of decision to attend college, and perception of lower division preparation. However, the differences found failed to explain differences in academic performance for the two groups.

Regression analysis was carried out to determine the best predictors of academic performance from among the 52 variables investigated. Lower division grade point average and "expected" grade point average were clearly the main predictors for both groups. For the most part, the "second order" performance predictors were different for the two groups. However, the contributions of the individual "second order" variables in predicting the academic performance of either group were slight.

Within the limitations of this study it was concluded that the performance differences of transfer and nontransfer students were not due to anxiety or extraversion, nor were performance differences clearly explained by the other measurements made in this study.

However, there were enough statistically significant differences between the groups to suggest descriptive patterns. In comparison with the nontransfer students, the transfer students came from a less scholarly background and had fewer influences on him to attend college. He made both his decision to attend college and his decision about his major at a later time. He was older, tended to be male, married, and to have more children. Also, he appeared to be somewhat less realistic in his attempts to cope with college work.

While the study failed to support the major hypotheses, information derived from the investigation serves to define the transfer student somewhat more clearly: his background, some of the pressures acting upon him and some of the possible dynamics of his behavior in relation to college.

Order No. 72-33,570, 252 pages.

THE IMPACT OF COMMUNITY COLLEGE TRANSFER STUDENTS ON CENTRAL CONNECTICUT STATE COLLEGE

Dolores Alice PODHAJSKI, Ed.D.
Columbia University, 1974

Sponsor: Professor Walter E. Sindlinger

The purpose of this study is to view the role of Central Connecticut State College (CCSC) in the light of the recent development of the Connecticut Regional Community Colleges (CRCCs). CCSC has developed from an institution which has provided a special program for the training of teachers to a multi-purpose institution; and, changes have been noted in its student population, educational programs, facilities, and administrative organization. This study attempts to isolate all of the evidence of the influences, particularly those of the CRCCs, which have influenced or are likely to influence CCSC.

This study is of a descriptive nature -- a fact finding study, based on some key questions with interpretation. It is a survey which relies on data sought from the Admissions Office of CCSC, information gathered from interviews, and a review of the literature. A preliminary exploration was made to obtain an overview of information available about CCSC during the 1967-1972 period. Statistical data was collected on transfer students for one trial semester, the literature was searched to identify elements of major concern, and interviews were scheduled to gather information, opinions and impressions about these concerns. The preliminary exploration prompted questions to which answers were sought. The responses to these questions served as guidelines to facilitate an organized account of the influences which affected CCSC's role and to determine whether the CRCCs were a contributing factor.

The preliminary exploration was followed by an in-depth search for data and the sources previously mentioned were utilized. Quantitative data were compiled and analyzed for a 25% random sampling of all transfer students entering CCSC each semester from the Fall Semester of 1967 through the Spring Semester of 1972. Following are the different kinds of quantitative data which were obtained from admissions enrollment statistics and permanent record cards:

- Numbers of entering community college students;
- Numbers of entering Freshmen and transfers;
- Cumulative averages of all entering transfer students;
- Total semester hours of each transfer student at entry and at graduation;
- Majors of all transfer students at entry and at graduation;
- Age of each entering transfer student at entry.

Semester totals and percentages are provided, and enrollment projections are presented for comparison. The analysis of the influence of transfer students on CCSC, particularly those from the CRCCs, is presented in the narrative.

The literature was reviewed to serve several purposes. It provided the historical background and the present setting for the study, it facilitated the identification of influences of major concern in Connecticut's system of public higher education during 1967-1972, and it allowed for the study of program revisions at Central Connecticut State College.

Interviews were arranged to obtain information which could not be provided by the quantitative data or the literature.

The key findings of the study were:

- Transfer students from the CRCCs have contributed significantly to the growth of CCSC;
- The majority of CRCC students change their majors between the time of their enrollment at CCSC and graduation;
- CRCC students seek admission to CCSC prior to the completion of the Associate in Science degree of sixty semester hours;
- Students who transfer from the CRCCs represent a youthful student body;
- New programs came into being and enrollments in them soared;
- Interest in teacher education has remained stable;
- New program offerings created staffing problems;
- CRCC transfer students are effective catalysts in promoting change at CCSC;
- Other transfers perform with greater success;
- A communication gap is evident in the interchange of information.

The author concludes with a discussion of the implications prompted by the key findings and speculates about future trends.

Order No. 74-11,808, 148 pages.

AN ANALYSIS OF THE PERFORMANCE OF AUBURN COMMUNITY COLLEGE STUDENTS WHO TRANSFER TO FOUR-YEAR COLLEGES AND A STUDY OF THE DETERMINING FACTORS IN THEIR ENROLLMENT AT THE FOUR-YEAR UNITS OF THE STATE UNIVERSITY OF NEW YORK

William Hamilton SCHWAB, Ph.D.
Syracuse University, 1973

This was a survey study of graduates of the 1966, 1967 and 1968 classes at Auburn Community College (ACC), who applied for transfer to four-year colleges. The objectives were to determine why more students did not transfer to the four-year units of the State University of New York, to analyze the academic performance of students who did transfer and to obtain data which could be used in counseling students who wish to transfer to four-year colleges. The findings are based on an analysis of questionnaires that were completed by 566 (72 percent) of the total students included in the study and from transcripts of academic records of those students who continued their education at a four-year college.

Of the 566 students in the sample, 492 enrolled full-time at a four-year college, 39 enrolled part-time and 35 did not transfer to a four-year institution. Of the 492 full-time students, 319 (65 percent) attended State University of New York (SUNY) units, 73 (15 percent) attended private New York colleges, 83 (17 percent) transferred to out-of-state public colleges and 26 (5 percent) enrolled at out-of-state private institutions.

The findings suggest that SUNY units are more selective in their admissions than other types of colleges to which ACC students applied. Third quartile, median and first quartile grade-point averages at time of transfer were higher for students who enrolled at SUNY units than for those who transferred to other types of four-year colleges. Actual or feared rejection prevented 60 students from transferring to SUNY institutions.

Business administration was the only program in which more students transferred to another type of four-year college (private New York and out-of-state public) than transferred to SUNY units.

With the exception of business administration, transfer opportunities to SUNY units improved for students in all majors from 1966 through 1968. The data suggest that students in engineering, other applied fields and business administration faced stiffer admission standards at SUNY units than did students in liberal arts, math/science and education.

When compared with the cumulative grades they received at ACC, the first-term averages of students transferring full-time to four-year colleges slightly decreased and their cumulative indices slightly increased. Students transferring to SUNY units suffered a slight decline in their cumulative indices when compared with their cumulative grades at ACC.

The graduation rate of ACC students as determined by this study was 81 percent. However, 37 students have not yet had a full four years in which to graduate. If they equal the graduation rate of the other full-time students (and their academic records indicate this is a strong possibility), the projected graduation rate for ACC students would be 88 percent. There are at least 13 students who left their original four-year college and have a definite possibility of graduating from other four-year colleges to which they transferred. Their inclusion would increase the projected graduation rate for ACC students to 90 percent.

Students report that increased costs and difficulty in scheduling required courses were the only major problems they encountered in transferring from ACC to four-year colleges.

Order No. 74-8306, 179 pages.

THE PREDICTION OF ACADEMIC SUCCESS FOR TRANSFER STUDENTS FROM FLORIDA PUBLIC COMMUNITY COLLEGES TO THE UNIVERSITY OF FLORIDA

Michael Jay SITZMAN, Ph.D.
The University of Florida, 1972

Chairman: Dr. Robert O. Stripling

The increasing number of community college students transferring to senior colleges and universities has underscored the need to examine issues related to the academic performance of community college transfer students in senior institutions. This study examined the predictive value of eight variables believed to be related to the academic performance of Florida public community college transfer students to the University of Florida. The variables were: grade point average for community college freshman and sophomore years, Florida Twelfth Grade Test score or equivalent, community college of origin, size of community college of origin based on full-time equivalent enrollment, University of Florida upper-division college in which enrolled, age at beginning of junior year, marital status at beginning of junior year, and University of Florida local residence.

The subjects were 730 upper-division students at the University of Florida who transferred with junior standing directly from a Florida public community college during the first three quarters of the 1968-1969 Academic Year. In addition the subjects met one of the following criteria: (1) They received a baccalaureate degree within nine consecutive quarters (which included two summer quarters) from their quarter of entry;

or (2) They were suspended from the University or withdrew while under academic probation during the same period of time.

The subjects were divided into four samples, two of males and two of females. The first sample of each sex was subjected to a discriminant function analysis using the BMD 07M program of the Biomedical Computer Program package. Equations were derived for predicting completion of a degree or academic withdrawal. The equations were cross-validated on the second sample of each sex to determine if the accuracy of prediction had been spuriously increased by chance factors.

Two of the predictive variables specified above, "community college of origin" and "University of Florida upper-division college in which enrolled" were not amenable to inclusion in the discriminant function analysis. The relationship of each of these variables to transfer student academic performance was examined by a chi square test.

The prediction equations for both the males and the females indicated that the most powerful predictor of academic performance was grade point average earned prior to transfer. Step one of the discriminant function analysis, which classified the subjects on the basis of community college grade point average alone, correctly classified 63.6 per cent of the males and 63.8 per cent of the females. The multivariate equations correctly classified approximately 66 per cent of each sex, indicating that the gain in prediction accuracy by including the other variables was marginal.

A test for significance of the difference between two independent proportions, used to compare the differences in prediction accuracy between the discriminant function and cross-validation procedures, indicated that the accuracy of prediction did not appear to be spuriously increased by chance factors in the sampling procedure.

The chi square tests suggested that community college of origin appeared to be related to the academic performance of males but not to females. Conversely, University of Florida upper-division college of enrollment appeared to be related to the academic performance of females but not of males. These findings should be regarded tentatively since only a limited number of community colleges and University of Florida upper-division colleges were included in the chi square analyses.

While these findings should be valuable to prospective transfer students and those who advise them, academic prediction is far from perfect. These findings should be used as an aid in decision making, not as a substitute for professional judgment. Order No. 73-15,540, 109 pages.

A LONGITUDINAL STUDY OF THE ACADEMIC PERFORMANCE OF REVERSE-TRANSFER STUDENTS AT A SELECTED JUNIOR COLLEGE

Byrd Bradshaw SWAIM, Ed.D.
Memphis State University, 1972

PURPOSE

The purpose of this study was to examine the academic performance of the reverse-transfer student in the junior college as well as his academic performance in the senior institution to which he returned.

PROCEDURE

The sample population consisted of 323 low-grade reverse-transfer students who enrolled in Southern Baptist College, a liberal arts junior college, during the period from fall, 1960, through spring, 1970.

Student records from SBC and forty-nine senior institutions were utilized in gathering the data used in examining the initial senior institution, junior college, and post-junior college academic performance of the reverse-transferees.

CONCLUSIONS

The following conclusions were drawn on the basis of the findings of this study:

1. The majority of the reverse-transfer students transferred to SBC from state colleges and universities.
2. The majority of the reverse-transfer students who returned to a senior institution returned to either a state college or university.
3. Reverse-transfer students did significantly better in their junior college course work than they had done in their initial senior college attendance.
4. Reverse-transfer students appear to be a good academic risk for SBC in that their academic performance equaled that of the native junior college student.
5. It appears that SBC is successful in providing a "second chance" or in attempting to perform the "salvage function" in that 71 percent of the reverse-transferees were academically successful in the junior college.
6. Female reverse-transferees appear to be better academic risks at SBC than male reverse-transferees.
7. Reverse-transferees who were academically suspended from a senior institution performed as well in the junior college as reverse-transfer students who left the senior institution on probation.
8. Reverse-transferees who returned to a senior institution [illegible] significant decline in mean G.P.A. over that [illegible]. However, the mean G.P.A. earned in the post-SBC senior institution was significantly higher than that earned at the initial senior institution.
9. Three percent of the reverse-transferees returning [illegible] were considered successful.

RECOMMENDATIONS

1. SBC should recognize the importance of the "salvage function" as it relates to reverse-transfer students and consider actively promoting this aspect of their total academic program.
2. SBC should consider admitting reverse-transfer students on the same bases as any other applicant.
3. No distinction between probationary and academically suspended reverse-transfer students should be made in admission policies at SBC.
4. Further study should be conducted at SBC seeking to determine the basic factors responsible for the noticeable gain by reverse-transferees in G.P.A. at SBC over that in the initial senior institution.
5. A comprehensive follow-up study of native SBC students who transfer to a senior institution should be conducted.
6. Further study should be conducted seeking to determine the basic factors responsible for the decline in G.P.A. earned by the reverse-transferees in their post-SBC senior institution experience.
7. More junior colleges should conduct longitudinal studies on the academic performance of their reverse-transfer students.
8. Further study should be conducted to determine the special problems, if any, encountered by the reverse-transferee as he transfers to the junior college.
9. A comprehensive study should be conducted seeking to determine the rationale for the policies of junior colleges concerning the admitting of students who left a senior institution on probation or on academic suspension.

Order No. 73-10,397, 106 pages.

FACTORS OF ACADEMIC ACHIEVEMENT PRESS WHICH INFLUENCE SUCCESS OF TRANSFER STUDENTS FROM SELECTED COMMUNITY COLLEGES TO A STATE UNIVERSITY COLLEGE

John Paul THOMAS, Ph.D.
Cornell University, 1973

Problem

The study concerned the comparison of students' perceptions of academic achievement press as they made the transition from seven community colleges to a four-year college and an analysis of the relationship between perceived academic achievement press and the actual academic achievement, as measured by grade point average, of these same individuals.

Population

The population included all those graduates of seven New York State community colleges who entered a four-year State University of New York college in September 1971 and September 1972. The total number of students included was 294.

Method

A questionnaire was developed to measure academic achievement press. The questionnaire was a modified form of Genn's 1971 instrument at Queensland. Ten questionnaire items measured faculty academic achievement press and ten items measured student academic achievement press. Each of the twenty items was answered twice, once in respect to the students' community college experience, and once in respect to their four-year college experience. Questionnaires were scored for community college faculty press, community college student press, four-year college faculty press, and four-year college student press. In addition, high school average, community college GPA, four-year college GPA, and major field of study at the four-year college was obtained for each of the subjects.

Procedures

The data were subjected to t-tests, the McNemar test of the significance of change, and to multiple regression analysis using Cohen's (1968) technique. Data were analyzed using the Statistical Package for the Social Sciences, (Nie, Bent, and Hull, 1970) on an IBM 360/65.

Results

60.8 percent of the students returned the questionnaire. Results indicated a significant decrease in grade point average (.01), and a concurrent significant increase in faculty academic achievement press (.01) and student academic achievement press (.01) as students made the transition from community colleges to the four-year college.

Twelve questionnaire items indicated a significant increase in academic achievement press (.01).

Community college GPA (R^2 change .09603), high school average (R^2 change .04570), and four-year college faculty academic achievement press (R^2 change .01845) made statistically unique, significant (.05) contributions to the four-year college grade point average. The relationship between four-year college faculty academic achievement press and four-year college GPA was inverse.

The most common problem encountered by the transfer students in this study related to the increase in the amount and difficulty of the academic work required at the four-year college, and the process of evaluation of advanced academic standing for course work completed at the community colleges.

Order No. 74-10,216, 114 pages.

THE HISTORY AND COOPERATIVE RELATIONSHIPS OF A COMMUNITY COLLEGE AND AN UPPER LEVEL UNIVERSITY

Lawrence Worley TYREE, Ed.D.
Indiana University, 1972

Chairman: August W. Eberle

The problem of this study was to investigate and describe the growth and development of two publicly supported institutions of higher education located in the same community, one a comprehensive community college and the other an upper level university, and to describe the cooperative relationships between the two institutions. The institutions were Pensacola Junior College and the University of West Florida, and they were located in Pensacola, Florida.

Although available written resources were utilized, most of the data for the history and the cooperative relationships were derived through interviews with 59 selected individuals. These persons were or had been affiliated with the institutions studied, the systems of which the schools were a part, or the development of pertinent legislation and state action affecting the institutions. The areas of cooperation studied included student matriculation; student services; curricula; faculty, staff, and administrative members; and facilities and resources. From the data emerged a sixth area, general articulation, and two general categories of recommendations made by those interviewed or found in documents studied. One category specifically concerned methods of improving articulation between Pensacola Junior College and the University of West Florida, while the other one contained suggestions for institutions or systems of higher education which may be contemplating the development of a similar junior college--upper level college or university arrangement.

The findings indicate that in response to unmet demands for the provision of baccalaureate education in the Pensacola area, state officials chose to preserve the integrity and objectives of the community college system by not allowing one of the community colleges to expand to a four year program and by not creating a four year college or university which would duplicate the efforts, programs, and services of the area's junior colleges. Instead, they decided to establish an upper level university. Realizing that their primary sources of students would be the public junior colleges in Florida, planners at the upper level institution took innovative steps to facilitate the enrollment of junior college graduates at their university. Despite initial and ongoing attempts to insure cooperative efforts, the articulation between the upper level university and the community college had not progressed to a point satisfactory to either institution. However, given the university's historical evolution, pioneering role, and relative youth, in many ways the Pensacola schools commendably acted as if they were a single institution.

The following conclusions were drawn based on the study.

1. To establish an upper level university in a geographic area already served by community colleges is a viable, efficient, and apparently economical means of providing a complete program of higher education for the inhabitants of the area.
2. The examples of cooperation displayed in the relationships between the University of West Florida and Pensacola Junior College can be useful for other areas and other states contemplating similar developments in terms of the procedures followed by the institutions and some not used.
3. The purposes of community colleges clearly are to serve the needs of local communities. Therefore, the primary purpose of upper level universities serving the geographic areas in which community colleges are located must necessarily be to serve the needs of the people in these areas. In a sense, the community college is a local institution and the upper level university is a regional institution. Consequently, it is logical

that the community college policy board should be a local board and the policy board of the upper level university a regional board serving that institution only.

4. In a number of areas of operation, certainly particularly in curriculum and in student recruitment and admissions, cooperative effort must be frequent and consistent.

Order No. 73-10,875, 237 pages.

STUDENT MOBILITY IN A MULTICAMPUS UNIVERSITY

John Donald UNDERWOOD Ed.D.
Indiana University, 1973

Chairman: Dr. August W. Eberle

The problem of the study was to identify trends in student mobility in a multicampus university, to analyze patterns of various types of student mobility, and to relate these patterns to migration to and from each campus in the system. The multicampus institution was Indiana University, and the types of mobility were (1) permanent transfers, (2) temporary academic year transfers, (3) temporary academic year transfers who enrolled for contiguous summer sessions, (4) temporary summer transfers, (5) temporary academic year and temporary summer transfers, (6) temporary academic year and permanent transfers, (7) temporary summer session and permanent transfers, and (8) other mobile students. The campuses of Indiana University which were included in the study were Bloomington, Indianapolis, Fort Wayne, South Bend, Northwest (Gary), Southeast (Jeffersonville), Kokomo, and East (Richmond).

The academic histories of students who had enrolled on more than one Indiana University campus each, and who were classified as freshmen in either the fall semester of 1965 or the fall semester of 1967, were reviewed to establish the campuses where these students had enrolled and the types of mobility which best described these moves. Each student's record was considered for a term of nine semesters and three summer sessions.

Students were compared by mobility types, native campuses, second and third campuses of study, and the years in which they were classified as freshmen. The Chi-square test was used to establish relationships.

Major findings: (1) While the absolute and the relative frequencies of student mobility were maintained from the 1965 freshman group to the 1967 freshman group, there were changes in the types of mobility and in the patterns of movement to and from each campus. (2) For both groups, native campuses were related to both the types of mobility and the campuses to which these students moved. (3) Mobility patterns seemed to differentiate the Bloomington and Indianapolis campuses from the other campuses in the system. Generally, movement related to the regional campuses (Fort Wayne, South Bend, Northwest, Southeast, Kokomo, and East) evidenced similar changes in mobility. The movements to and from Bloomington and Indianapolis more frequently resembled one another rather than the patterns associated with the regional campuses.

Conclusions: (1) Regional campus natives are becoming less mobile. (2) Natives of Bloomington and Indianapolis are becoming more mobile. (3) Regional campus natives are making fewer permanent transfers. (4) Bloomington natives are making more permanent moves and fewer temporary summer moves. (5) Fewer students are moving to Bloomington and Indianapolis, and, of these students, a decreasing proportion makes permanent transfers. (6) The combined effects of the native campus and the campus transferred to increase the predictability of the mobility type which will describe a student's movement within the system.

Order No. 73-10,870, 344 pages.

FACTORS IN THE ACADEMIC PROGRESS OF EARLY GAINESVILLE JUNIOR COLLEGE STUDENTS THROUGH SENIOR COLLEGE

Barbara Jane WEBSTER, Ed.D.
University of Georgia, 1972

Supervisor: Warren G. Findley

A study of students who attended Gainesville Junior College was divided into two parts. The first covered a four year period and considered only students who enrolled in the institution as beginning freshmen between fall 1966 through fall 1969. The second portion involved selected students who had attended the junior college during the four year interval and who then transferred either to the University or to one of four institutions in the University System of Georgia. The four institutions were considered as a group and the time period for the follow-up study was limited to two years after entrance to the senior college.

The junior college portion of this study was made with the following objectives in mind. First, it was desired to obtain a profile of the academic characteristics of students who entered a new junior college during a period of four years. A second objective was to study differences between levels of attainment of groups who were classified according to sex and junior college status achieved, where the definition of status included both academic accomplishment and persistence as measured by length of attendance at the institution. Objectives for the senior college follow-up included obtaining a similar profile of students who transferred to the two categories of senior institutions and to study differences in levels of attainment of groups who were classified according to senior college status achievement. In both parts, multivariate analysis methods were used to follow for the effects of inter-relationships among the dependent variables.

It was concluded that males at the junior college varied from year to year as to combinations of variables which contributed best to the separation of status groups, while females showed clear differences on the basis of high school average alone. At the senior level, females at the University of Georgia showed no pattern for separation of levels whatsoever, while males could be differentiated on the basis of junior college English and mathematics grades. The junior college mathematics grade contributed most to the status separation of females at the four other schools while males were separable on the basis of junior college average and hours transferred.

One conclusion was that the first year of this junior college was quite different from those following. Another was that the accomplishments of transfer students from Gainesville Junior College depended not only on sex but on the type of senior institution attended and that English or mathematics grades were of more importance than overall average except in one instance. It was also concluded that females were less easily distinguished as to status when the separation was based only on academic variables.

Order No. 73-5803, 155 pages.

THE ESTABLISHMENT AND EVALUATION OF A GROUP COUNSELING PROGRAM FOR NINTH AND TENTH GRADE STUDENTS TRANSFERRING FROM PAROCHIAL TO PUBLIC SCHOOL

Herta Beecher PLON, Ed.D.
Temple University, 1973

The primary purpose of this study was to explore a way to improve the adjustment of the increasing number of students who transfer from parochial to public high schools. According to the literature, while some students probably take the transfers in stride, many others find it disturbing and need help.

One approach to helping these students might be group counseling since many studies cite the value of this method in helping non-conforming adolescents, under-achievers, and potential drop-outs. This study, therefore, set up a group counseling program for parochial school transfer students and attempted to assess its value.

The subjects in this study were part of a group of 96 ninth and tenth grade students who transferred from parochial schools to a large Philadelphia public junior-senior high school in the fall of 1971. A special group counseling program for 33 of these students was set up at the beginning of the year. The students were divided into four groups and met with a professionally trained counselor weekly for 14 sessions.

Discussion centered around the students' feelings about entering new situations, their concerns about succeeding at the new school, their needs to establish new peer relationships, and other problems that were of concern to them.

In order to evaluate the effectiveness of this program, the study employed the experimental-control group design to compare the grade point average, attendance, behavior, and attitude of the counseled group with a non-participating control group of 33 other parochial school transfer students. The groups were equated for grade level, sex, and choice of curriculum.

Comparisons were made at the end of the group counseling sessions in January and again at the end of the school year in June. This was done to measure both immediate and long-term results. In addition, at the end of the weekly meetings, the counseled students completed an evaluation questionnaire anonymously.

The principle findings may be summarized as follows:

1. The students in the experimental group had significantly fewer unsatisfactory marks in behavior than the control group. This difference was statistically significant both at the end of the group sessions and at the end of the school year.

2. Fewer students in the experimental group than in the control group had a record of disciplinary infractions. This difference was not significant in January but became statistically significant at the end of the school year.

3. The grade average of the experimental group was higher and the number of absences were lower than the control group, but these factors were not quite large enough to be of statistical significance.

4. There were no significant changes in attitude between the two groups as measured by scales on a semantic differential attitude inventory which was administered both before and after the counseling sessions.

5. The results showed that although the counseling sessions ended at the end of January, counseling gains were maintained and even improved upon by the end of the school year.

In addition the results from an evaluation questionnaire indicated that 81 per cent of the students gave very positive responses about their group experiences and 94 per cent would recommend the program for other new parochial school transfer students.

The conclusions drawn from these findings suggest that while this group counseling program for parochial school transfer students did not produce statistically significant differences in attitude, grade point average, or attendance, it resulted in statistically significant affirmative results in the area of school behavior, and was also positively evaluated by the participants. Order No. 74-1821, 126 pages.